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School, Family, And Community Partnerships In The Middle Grades: The Relationship Between Types Of Involvement And Academic Outcomes

Carolyn L. Turk
Seton Hall University

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Dissertation Committee

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Finally, I would like to thank my parents for always believing in me. Because of you, I learned at a very early age that belief in a person is perhaps the most influential gift one can receive. I will continue to do my best to pass the gift on to others.

DEDICATION

This dissertation is dedicated to my parents

Muriel W. Turk and General Turk, Jr.,

who have always been involved in all aspects of my life.

To my mother:

Because of you, every day is filled with warmth and joy.

Your quiet strength, love of life, and kind heart

will always be an inspiration to me.

To my father:

Although you are not here with me in person,

your wisdom, perceptiveness, and attention to detail

will always be a part of who I am.

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CHAPTER I

Introduction

Introduction

"Schools and families can no longer remain 'separate but equal'
if they are to solve the complex problems facing today" (McClure, 1993).

Critical thinking about systemic change in schooling and the connections between the relationship of schools and families and improved academic outcomes have been leading issues of consideration for educators for decades. Studies completed during the last 50 years confirm the importance of learning alliances as a crucial component in supporting children's learning; however, there is still much to be learned regarding links between specific types of partnership programs and practices and resulting academic outcomes. As local, state, and national stakeholders continue to search for ways to strengthen the education process for all children, ideas about the nature and scope of school-family-community partnerships are changing. Along with this, the ways in which school communities are choosing to approach collaborative partnerships is also changing.

Formalized home-school interactions in the United States can be traced as far back as 1897 when the National Congress of Parents (NCP) was introduced to the world of public education. At that point in history, family involvement in education was framed in terms of educators determining what was to be considered appropriate school related tasks to be carried out by parents and an expectation for parents to follow, often without question, the recommendations of school personnel. Shifts in this model continued until the early 1920s when schools began to experience an increased demand for fresh approaches to parent involvement (Butterworth, 1928). Although some changes did occur, the basic premise remained that parents were expected to support the school's agenda. Typically, this support took shape in the form of helping with homework, fundraising, or volunteer work. Cultural changes within the United States in the 1960s contributed to parent involvement becoming even more of a demand, and for the next 20

years, parent involvement programs and practices expanded to include participation opportunities such as attending conferences, school events, volunteering in classrooms, and membership in local and national parent organizations (Coleman et al., 1966). Results of studies completed during the last decade repeatedly show evidence of a nationwide trend for increased family involvement that places an emphasis on building a partnership approach for children's learning. At the core of this approach is a commitment on the part of all members of each school community to re-examine how they think about the relationship models that are designed and implemented to connect schools and families.

Not all classrooms and not all schools in any one district are at the same point in their execution of school-family-community partnerships. Some put the accent on increasing levels of attendance at school-sponsored activities, others concentrate more on strengthening formal and informal means of communication, some have begun to focus on inclusive management and decision-making structures, and others continue to emphasize volunteerism and other family participation activities. Using researcher Joyce Epstein's categories for *Six Types of Involvement* (Epstein, Coates, Salinas, Sanders, & Simon 1997, p. 74), this study will expand upon the current knowledge base regarding family involvement models and student academic outcomes in the middle grades by examining the types of school-family-community partnerships present in grades 5, 6, 7, and 8 in one Massachusetts urban school district and exploring the relationship between identified types of cooperation practiced and state-reported school outcomes.

This chapter includes an overview of recent national education efforts related to family involvement, followed by a brief description of parent-family-community mandates and initiatives in Massachusetts. Current family involvement efforts and policies, as stated in the Cambridge Public Schools *Handbook for Parents and Families* (Cambridge Public Schools, 2001), follow the description of state mandates and initiatives. Issues associated with school-family-community partnerships at the middle

grade level follow the Cambridge Public Schools information. The purpose of the study, questions guiding the research, the significance of the study, the study's limitations, a listing of Epstein's typology, and key definitions are also presented. The chapter concludes with an overview of the research design used in the study and the organization of the study.

Promoting Increased Parental Involvement

Recent National Efforts

In 1994, as part of Goals 2000: Educate America Act, the Clinton/Gore Administration launched a nationwide initiative called the Partnership for Family Involvement in Education. The primary goal of the Partnership was to challenge community members across the country to unite and collaborate in new ways around the issue of helping all children have access to rich, rigorous learning experiences. This initiative was a direct outgrowth of the newly adopted National Education Goal specifically crafted to encourage strong family involvement in our nation's schools. Referred to as National Education Goal #8, it states: "Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children" (http://www.ed.gov/). As was true with the creation of the Partnership, the intent of the National Family Involvement Goal was to stress the importance of collaborative educational partnerships for the good of all students.

Three years later, in 1997 the National PTA released their National Standards for Parent/Family Involvement Programs. Published in a guidebook format, the document includes standards, quality indicators, and sample applications adapted from the Epstein Involvement Model. The standards serve not only as benchmarks for planning but also as criteria for evaluation of school-family-community partnership programs and practices.

Today, national level commitment to building and strengthening home-school connections continues to be a priority. Key to the success of any educational partnership

is a willingness on the part of stakeholders to respond to a variety of challenges, as is reflected in the following 1997 statement made by then Vice President Gore:

> The most promising approach to improving our schools may be the oldest and most obvious: getting families more involved in their children's education…I challenge teachers to reach out to parents and families and make them welcome partners in your classrooms and schools. I challenge school principals and administrators to make it known to parents and teachers alike that your school places the highest possible priority on family involvement…I challenge employers to establish family-friendly policies that encourage employees to become involved in their children's schools. I challenge families to tell your children and their teachers that you want to be actively involved, show up at your children's activities, talk with your children about their work and activities each evening. (Gore,1997)

Recent Massachusetts Efforts

Created by the Legislature in response to a Supreme Judicial Court ruling intended to provide equal educational opportunity for all students in Massachusetts, The Massachusetts Education Reform Act of 1993 is the state's most recent attempt to address the complicated process of school reform. Initially, attention was focused on guides for local curriculum, statewide student testing, graduation standards, a "foundation budget," charter schools, time and learning, teacher testing, and district performance. However, within recent years an added focus of strengthening school-family-community partnerships has moved to the forefront of educational priorities across the state. Sparked by a belief that fostering a sense of shared school-home-community responsibility for quality education would result in increased levels of student academic achievement, in 1997 the Massachusetts Department of Education (MassDOE) adopted a five-year parent involvement effort, jointly funded by the National Science Foundation and the MassDOE. The initiative, The Massachusetts Parent Involvement Project (MassPIP), was

designed to increase family involvement in children's mathematics, science and technology learning experiences by creating partnerships and providing support to families from underserved communities. The MassDOE defines the word "parent" as a general term to signify the caregiver of a family, inclusive of grandparents, siblings, aunts, uncles, or other significant persons (Massachusetts Department of Education, 1997). The design of MassPIP is rooted in support of local community coalitions composed of parents, business leaders, school personnel, and representatives from a variety of community organizations. Each coalition is responsible for planning and implementing outreach to facilitate increased family awareness of and involvement in children's learning in the content areas of mathematics, science and technology. A primary goal of MassPIP is to have reached and involved no less than 24,000 parents by the year 2002.

Recent Cambridge Efforts

The Cambridge Public Schools contend that in order for partnerships to work, school communities must cultivate opportunities for ongoing exchanges of information and for sharing rights and responsibilities. As a means to support this belief, in 1995 the Cambridge School Committee endorsed the following Family Involvement Policy:

> The Cambridge School System is committed to providing your children with a high quality education. This system realizes that families are their children's first teachers. As each of us desires and deserves respect for our family and cultural differences, we encourage each student, family member and educator to be sensitive to and respectful of human differences in the entire school community. (Cambridge Public Schools, 2001)

Implementation of this policy is carried out in multiple ways across the district, and each practice is recognized by both the district and the individual school as important and valued. In addition to traditional involvement structures, schools are encouraged to plan, design, implement, and evaluate family involvement practices that best match

identified needs of the individual school community. In addition, local community stakeholders are encouraged to engage in such partnership opportunities as School Councils, school-based and district-wide budget groups, Parent Teacher Organizations, staff hiring committees, Curriculum Advisory Committees and Parent Advisory Councils. Much of this work is coordinated by full-time Family Liaisons, hired by the School Department to work in each of the 15 elementary schools. Although the work of these staff members can vary from school to school, the common areas of focus for all Family Liaisons includes: school/home communication, outreach and recruitment, family advocacy, family education, school information/school tours, and out-of-school time resource provider.

Current Partnership Trends at the Middle Grade Level

Just over a decade ago, the Carnegie Corporation's report, *Turning Points: Preparing American Youth for the 21st Century*, generated a nationwide spotlight on the specialized developmental needs of the middle grade years in education. The report notes the complexities of this period of time in an individual's life and suggests activities and strategies to promote strong support systems for young adolescents. As a result of data presented in the report, in the decade that followed, numerous studies were implemented to investigate structures designed to support middle grade students' intellectual, physical, psychological, social, and moral and ethical development (Scales, 1993; Wavering, 1995; Epstein & Connors, 1995). Although the involvement programs and practices studied often employed a variety of approaches, they shared a common vision of developmentally responsive school cultures in which a full range of stakeholders actively participate in the education of young people (National Middle School Association, 1995; Sanders & Simon, 1999). Today, this common vision continues to gain strength and momentum. Within recent years, education has witnessed the rapid growth of school improvement and reform efforts focused on (a) academic, social, and personal development disconnects that frequently happen in the middle grades and (b) the ensuing

need for school, family, and community members to remain meaningfully engaged in middle level students' learning. In the years to come, the new body of knowledge gained by contemporary partnership initiatives and research will not only help guide policy and practice that is sensitive to the unique needs of young adolescents but will also help school communities create a genuine connectedness between what takes place within and beyond the classroom walls.

Purpose of the Study and Questions Guiding the Research

The purpose of this study was to examine school-family-community partnerships at the middle grade level and to explore if there is a relationship between types of cooperation practiced and state reported school academic outcomes. The study investigated (a) the extent to which elements of Joyce Epstein's typology for School-Family-Community Involvement are practiced in middle grade programs in one Massachusetts urban school district, and (b) if there is a relationship between specific types of school-family-community partnership programs and practices and building-based student achievement outcomes. Specifically, this investigation addressed the following questions:

1. What is the nature and extent to which middle grade level programs were engaged in collaborative educational partnership programs?
2. How do collaborative educational partnerships vary between middle grade level programs in the selected district?
3. Is there a relationship between the types of cooperation put into practice at each middle grade level program and respective academic outcomes (as measured by the Massachusetts Comprehensive Assessment System)?
4. Which collaborative educational partnership variables present within the selected middle grade programs have the most significant impact on positive academic outcomes?

Significance of the Study

Collaborative educational partnerships have long been viewed as an effective way to improve a child's education and development. During the last 30 years, extensive research has documented a wide range of outcomes related to school-family-community partnerships at the elementary and secondary levels. Significantly less research has specifically focused on involvement strategies designed to address student outcomes at the middle grade level.

Information collected from this study will expand upon the current knowledge base regarding middle grade level school-family-community involvement models and student academic outcomes by providing data on specific types of involvement programs and practices used in grades 5, 6, 7, and 8 that most positively correlate with academic outcomes in the content areas of English Language Arts and Mathematics. In addition, as educational leaders continue to be barraged by demands for visible signs of increased student achievement and accountability, the results of this study could also provide school communities, families, and community members with an increased understanding of human interactions and resources that best match both the cognitive and affective needs of young adolescents.

Delimitations and Limitations of the Study

This study was designed to investigate (a) the extent to which elements of Joyce Epstein's typology for School-Family-Community Involvement are practiced in middle grade programs in one Massachusetts urban school district, and (b) if there is a relationship between specific types of school-family-community partnership programs and practices and building-based student achievement outcomes. For the purposes of this investigation, only those school-family-community involvement initiatives that could be categorized within the Epstein model were studied.

The reported outcomes used in this study were taken directly from public information published by the Massachusetts Department of Education. In the spring of

1998, the Massachusetts Department of Education introduced the state-mandated Massachusetts Comprehensive Assessment System (MCAS) in the content areas of english language arts, mathematics, and science and technology/engineering to students in grades 4, 8, and 10. Additionally, a history and social science test was administered to students in grades 8 and 10. In the spring of 2001, additional grade level assessments were added to each content area. This study is limited to the use of MCAS data for grade 8 students. It examines academic outcomes based on the percentage of students per school and school cluster who achieved a performance level of proficient or above during the three year period of 1998-2000. MCAS data for each school was calculated by averaging across the two content areas of english language arts and mathematics.

This study included all classrooms representing grades 5-8 in the 15 public K-8 elementary schools in Cambridge, Massachusetts. It does not include private, parochial, or charter schools within the city. With the exception of two contractual parent conference sessions per year, the district does not mandate a uniform structure for school-family-community involvement activities. School communities are encouraged to build involvement programs and practices based on individual school cultures and needs. Operationally, this building-based freedom of choice allows for a broad range of involvement programs and practices to be implemented and evaluated.

Lastly, conclusions in this study are limited to classrooms with no grade lower than 5 and no grade higher than 8. This parameter for the middle grade levels is consistent with the definition of middle school crafted by the National Middle School Association (NMSA).

Epstein's Typology:

Six Types of School-Family-Community Involvement

Joyce Epstein, director of the Center on School, Family, and Community Partnerships at Johns Hopkins University, has developed a comprehensive research-based involvement model designed to help school communities explore areas of responsibility

identified as key to building relationships among school personnel, families, and community organizations. Her typology, referred to in the literature as Six Types of Involvement, includes outreach strategies for schools in the areas of parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. In her book, *School, Family, and Community Partnerships: Your Handbook for Action*, Epstein expresses the six types as important steps schools must consider to bring about successful partnerships. They are presented here:

1. Parenting: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
4. Learning at Home: Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.
5. Decision-making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.
6. Collaboration with the Community: Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community (Epstein et al., 1997).

Definition of Key Terms

For the purposes of this study, the terms used herein are defined as follows:

1. *Collaboration*: A partnership of professionals and community members who work together to improve the condition of children and families. Such partnerships generally involve some combination of educators, human-services professionals, community groups, parents, businesses, government officials, and neighborhood leaders (Editorial Projects in Education, 2000).
2. *Elementary School:* An educational setting serving students in any single grade, or combination of grades, within the K-8 range.
3. *Family*: A caring adult who shares an interest in the growth and development of a child. This could mean a grandparent, sibling, aunt, uncle, cousin, or other significant person.
4. *Middle Grade Level Program*: A cluster of grades housed within an elementary school structure, with no grade or combination of grades lower than 5 and no grade or combination of grades higher than 8.
5. *Community*: Local stakeholders, including but not limited to: private citizens, organizations, businesses, political leaders, agencies, and universities.
6. *Family Involvement*: Formal and informal ways in which family members assist with the education of their children at school or at home.
7. *Partnership*: A mutual agreement between school personnel and other educational stakeholders that encourages all parties to share information and resources as a means to develop a learning environment rooted in shared goals, shared contributions, and shared accountability.
8. *School*: Any institution devoted primarily to imparting knowledge or to developing certain skills or talents, especially an educational institution for children (Funk & Wagnalls, 1964).

9. *(School Outcomes)Academic Outcomes*: The knowledge and skill level assessment results demonstrated by students based on curriculum and instruction driven by state-identified performance standards.

10. *School Community*: School personnel, students, families, and, members of the larger community bound by a common spirit of involvement for the purpose of maximum social, emotional, intellectual, and academic growth and development for all students.

Research Design Overview

As stated in a previous section of this chapter, the purpose of this study was to examine school-family-community partnerships at the middle grade level and to explore if there is a relationship between types of cooperation practiced and state-reported school academic outcomes.

Three categories of research participants were solicited to participate in this study. Category I included Cambridge Public Schools elementary principals whose buildings house any classroom structures serving students enrolled in grades 5-8. Category II included Cambridge Public Schools classroom teachers and support staff whose teaching assignment involved instructional responsibilities with students enrolled in grades 5-8 during the following school years: 2000-2001, and 2001-2002. Category III included Cambridge Public Schools special subject teachers whose teaching assignment involved instructional responsibilities with students enrolled in grades 5-8 during the following school years: 2000-2001, and 2001-2002.

The examples of school-family-community practices were drawn primarily from the Participation Inventory administered to school community members from research participant categories I, II, and III. In addition, site observations, a random review of artifacts, and informal conversations with volunteer faculty members also provided insight to programs and practices employed in each school.

Lastly, district-level and school-based student test data for the Massachusetts Comprehensive Achievement System (MCAS) was culled from state-level data files for the Cambridge Public Schools produced by the Massachusetts Department of Education and annual *Student Data Reports* produced by the CPS Office of Development and Assessment. The data represents grade 8 student academic outcomes in the content areas of english language arts and mathematics for a three-year period beginning spring of 1998 and ending spring of 2000.

The study used a descriptive correlational research design with multiple regression analysis to determine the predictive power of the elements of Joyce Epstein's typology for school-family-community involvement as determinants of state-reported school academic outcomes among middle grade level programs in one Massachusetts urban school district. Gall, Borg, and Gall (1996) suggest that use of this set of statistical techniques allows the researcher to assess the relationship between a stated dependent variable (MCAS scores) and several independent variables (the six types of involvement).

A more comprehensive description of the research method and procedures for this project will be presented in Chapter III.

Organization of the Study

This study is organized in five chapters. Chapter I, Introduction, provides the background information, including national, state, and district efforts related to family involvement, issues associated with school-family-community partnerships at the middle grade level, the purpose of the study and questions guiding the research, the significance of the study, research limitations, Epstein's typology, key definitions, an overview of the research design employed, and a brief outline of the organization of the study.

Chapter II, Review of the Literature, examines educational partnerships, focusing in particular on the following four areas: (a) the nature of today's collaborative educational partnerships, (b) research on the impact of partnerships on stakeholders, (c)

the importance of partnerships at the middle grade level, and (d) research on the Epstein Involvement typology.

Chapter III, Methods and Procedures, provides a comprehensive description of the research methodology used for this project. The chapter is divided into six sections: research design; population and sample; confidentiality; data collection; data analysis; and a summary.

Chapter IV, Presentation and Analysis of the Data, is a compilation of data gathered from a Participation Inventory disseminated to study participants and from academic outcome information for grade 8 drawn from public records for 1998, 1999, and 2000 Massachusetts Comprehensive Assessment System state and local district results. The chapter presents the data in a format that employs a descriptive correlational research design with multiple regression analysis as a means to determine the predictive power of school-family-community involvement strategies as determinants of academic outcomes at the middle grade level.

Chapter V, Overview, Conclusions, Recommendations, presents the researchers reflections on the study in the form of a summary of the research findings, responses to key research questions presented in Chapter I, and recommendations for further research.

CHAPTER II

Literature Review

Introduction

"We need partners, we need parents, we need families, we need civic activists, and we need business people to join with us in our crusade to raise the quality of education for all students" (Geiger, 1995).

A review of the literature clearly confirms that for more than 30 years the concepts of collaboration, cooperation, and coordination have been a part of the educational community's lexicon. From the founding of Dr. James Comer's School Development Program in 1968 to the National Commission on Excellence in Education's 1983 unveiling of the report *A Nation at Risk*, to the 1997 development of the National PTA Standards for Parent/Family Involvement Programs, partnership programs have been cited as an effective way to achieve improved academic outcomes for all children. Although the terms have remained constant, what has changed over time is people's interpretation of the philosophy behind the terms. Traditional models of home-school connections typically focused on tasks parents could carry out to address the school's agenda. Those models have slowly been replaced by a partnership approach to family involvement that encourages families, educators, and community members to share information and resources as a means to develop learning environments rooted in shared goals, shared contributions, and shared accountability.

This review of the literature on school-family-community partnerships examines contemporary educational partnerships, focusing in particular on the following four areas:

1. The nature of today's collaborative educational partnerships.
2. Research on the impact of partnerships on stakeholders.
3. The importance of partnerships at the middle grade level.
4. Research on the Epstein Involvement typology.

The review of the literature on the nature of today's collaborative educational partnerships will discuss definitions of partnership and describe levels of participation associated with partnerships. The section on the impact of partnerships on stakeholders will explore ways in which partnerships may influence teacher practice, family empowerment, community participation, and student achievement. The information on the importance of partnerships will examine connections between collaborative partnership programs and positive learning outcomes at the middle grade level. Lastly, the section on Epstein's Involvement typology will explain/detail the theory, framework, and recommended guidelines related to the Epstein Model of School, Family, and Community Partnerships.

The Nature of Today's Collaborative Educational Partnerships

The Funk and Wagnalls Standard Desk Dictionary (1984) defines partnership as "the state or relationship of being a partner; association" (p. 477); however, the term can be interpreted numerous ways, as is evidenced by the eighty-three synonyms listed for the word in *The Synonym Finder by J.I. Rodale* (1978).

In the field of education, the concept of collaborative educational partnerships is defined by researchers, practitioners, families, community members and policy makers in a variety of ways. Franklin and Streeter (1995) for example define partnership as the point in the time when schools, families, and communities have agreed to work together with a formal plan to develop initiatives that will improve education. Another example, crafted by Don Stedman, Dean of the School of Education, University of North Carolina at Chapel Hill describes educational partnerships as persons and organizations joined together as partners (associates) in pursuit of common goals directed toward the improvement of teaching, learning, schools, and schooling (Stedman, 1995). A third example is the following copy of the Position Statement of the Connecticut State Board of Education on School-Family-Community Partnerships, as adopted August 7, 1997. The Connecticut State Board of Education defines school-family-community partnerships

as the continuous planning, support and participation of school personnel, families and community organizations in coordinated activities and efforts at home, in the school and in the community that directly and positively affect the success of all children's learning (Connecticut State Board of Education, 1997). Similarly, Epstein (1995) defines the term "family involvement" as families and communities who take an active role in creating a caring educational environment. Finally, for the purposes of this study the researcher defines partnership as a mutual agreement between school personnel and other educational stakeholders that encourages all parties to share information and resources as a means to develop a learning environment rooted in shared goals, shared contributions, and shared accountability. The recurrent theme embedded in each explanation is the notion of a number of different interests joining together formally and/or informally to achieve a common purpose.

The literature on partnerships and participation often includes reference to a 1969 typology crafted by Sherry R. Arnstein, former Executive Director of the American Association of Colleges of Osteopathic Medicine. Her analysis, entitled *A Ladder of Citizen Participation*, identifies eight types of citizen participation designed to provide a framework for understanding the array of roles that stakeholders may adopt. The list that follows outlines the eight rungs of the ladder, one representing the lowest level of participation and eight representing the highest.

5. Rung 1 – Manipulation: Described by Arnstein as the lowest level of Non participation. At this level, those in positions of authority have decided the plan of action prior to any interaction with stakeholders. The aim of this level is to cultivate support by means of public relations activities such as invitations to serve on boards, subcommittees, or advisory committees.
6. Rung 2—Therapy: Described by Arnstein as Non participation. As was cited at the Manipulation level, at this level, those in positions of authority have decided the plan of action prior to any interaction with stakeholders. The aim of

this level is to shift public scrutiny away from the heart of the issue and to instead focus on remediation of stakeholders.

7. Rung 3—Informing: Described by Arnstein as a Degree of Tokenism. This level can best be described as a transition step between non-participation and degrees of tokenism. Typically this level of participation is characterized by a one-way flow of information from those in positions of authority to the stakeholders. Comments, concerns, and suggestions are not elicited from the stakeholders. The aim is purely to provide notification of the proposed plan of action.

8. Rung 4—Consultation: Described by Arnstein as a Degree of Tokenism. This level of participation requires a two-way flow of information between those in positions of authority and stakeholders. However there is no guarantee that stakeholders comments, concerns, or suggestions will be incorporated into the final plan of action. At this level, the aim is to provide opportunities for official exchanges of ideas and opinions. These opportunities usually are in the form of attitude surveys, public hearings, or workshops.

9. Rung 5—Placation: Described by Arnstein as a Degree of Tokenism. At this level, stakeholders begin to feel a sense of empowerment because steps are taken to ensure that their voices become part of the decision making process. Final decisions remain in the hands of those in positions of authority. The aim is to draw stakeholders into advisement and planning phases of the proposed plan of action so that they believe they have had some degree of influence over decisions.

10. Rung 6—Partnership: Described by Arnstein as a Degree of Citizen Power. In this typology, participation is the transition step between degrees of tokenism and degrees of citizen power. At this level, the balance of power is negotiated and redistributed between those in positions of authority and stakeholders. The aim is

to form joint committees and guarantee shared responsibility for planning, decision-making and outcomes.

11. Rung 7—Delegated Power: Described by Arnstein as a Degree of Citizen Power. At this level of interaction, those in positions of authority remain actively involved however; the balance of power and decision-making authority rests with stakeholders. The aim is to prevail upon those in positions of authority to resolve differences through bargaining rather than reactive responses to pressures.

12. Rung 8—Citizen Control: Described by Arnstein as the highest level of Degree of Citizen Power. At this level, stakeholder interaction/participation is at the greatest degree possible. Stakeholders take charge of all aspects of the proposed plan of action including the tasks of planning, policy-making, and managing the mission. The aim is to fully empower stakeholders including direct access to funding sources and other resources available to support the successful completion of the plan of action.

Although twenty-first century expectations regarding levels of participation/involvement have become more complex than those of the 1970's, 1980's, and 1990's, Arnstein's concepts continue to serve as a general guide for understanding the possible spectrum of roles for stakeholders in the process of planning, problem solving and decision making. For example, in the mid 1990's, David Wilcox, Director of Partnerships Ltd., authored a publication entitled *The Guide to Effective Participation*. The focus of Wilcox's work is based on five levels or *stances* of participation adapted from Arnstein's original eight-rung ladder of citizen participation. Each stance represents a degree of control frequently evidenced in organizations initiating or managing a process of participation or partnership building. Wilcox prefers not to suggest a hierarchy for the five stances. Instead he proposes "different stances are appropriate at different times to meet the expectations of different interests." The following list includes Wilcox's

thoughts regarding levels of control or stance accompanied by suggested scenarios where a particular stance may be appropriate:

1. **Stance 1—Information.** The least you can do is tell people what is planned. Wilcox suggests that information only may be appropriate when: (a) you have no room to maneuver and must follow one course of action; for example, where there is clear legal requirement, (b) an authority is reporting a course of action which is essentially internal and doesn't affect others, or (c) at the start of a consultation or other process, with the promise of more opportunity to participate later.
2. **Stance 2—Consultation.** You identify the problems, offer a number of options, and listen to the feedback you get. Wilcox suggests that the consultation stance is likely to be most appropriate when: (a) you want to improve a service, (b) you have a clear vision and plans to implement a project or programme, and there appear to be a limited range of options, (c) these options can be set out in terms which community interests can understand and relate to their own concerns or needs, or (d) the initiator of the proposals can handle feedback and is prepared to use this to choose between or modify options.
3. **Stance 3—Deciding together.** You encourage others to provide some additional ideas and options, and join in deciding the best way forward. Wilcox suggests that deciding-together may be appropriate when: (a) it is important that other people "own" the solution, (b) you need fresh ideas, or (c) there is enough time.
4. **Stance 4—Acting together.** Not only do different interests decide together what is best, but they form a partnership to carry it out. Wilcox suggests that acting together may be appropriate when: (a) one party cannot achieve what they want on their own, (b) the various interests involved all get some extra benefit from acting together, or (c) there is commitment to the time and effort needed to develop a partnership.

5. **Stance 5—Supporting independent community initiatives.** You help others do what they want perhaps within a framework of grants, advice and support provided by the resource holder. Wilcox suggests that this stance may be appropriate: (a) where there is a commitment to empower individuals or groups within the community; or (b) where people are interested in starting and running an initiative (Wilcox, 1994).

In addition to the organization-based examples cited in the previous section, recently, the educational arena has also experienced increased interest in the exploration and development of ways to classify and describe types and degrees of participation. As a result, across the nation, participation typologies designed by researchers, practitioners, policymakers, and other stakeholders that are reflective of twenty-first century school culture are emerging at a rapid pace. For example, in 1989, Columbia University doctoral student Bruce A. Jones outlined a four-level system for parent involvement. Like Wilcox, Jones chose not to format the levels using a hierarchical model. However, a review of the levels does reveal examples of passive and active forms of partnership/participation. The Jones levels are:

1. **Level 1—Traditional.** This level is typically characterized by activities such as organization of special events, helping students with homework, and PTA membership.
2. **Level 2—Receives information.** At this level, stakeholders are kept informed through the use of communication tools such as school newsletters, conferences, and exhibitions.
3. **Level 3—Involvement at school.** This level may include activities such as helping on trips, assisting in the classroom, or attendance at consultative meetings.

4. **Level 4—Decisions.** This level of interaction, parents are encouraged to make contributions in areas such as planning, policy development, curriculum and instruction, and the evaluation of school initiatives (Jones, 1989).

More recently, in 1997 as an outgrowth of Joyce Epstein's research on school-family-community involvement, the National PTA published and released National Standards for Parent/Family Involvement Programs. Coupled with the standards are Quality Indicators intended to frame fundamental practices to consider if progress in the area of educational involvement is to be achieved. In August of the same year, the Washington State PTA in collaboration with the Puget Sound Education Service District's (EDS) School, Family, and Community Partnerships Office and the Network of Partnership Schools at Johns Hopkins University conducted a Parent/Family Involvement Institute for the purpose of helping educational teams plan and implement work on partnerships. As part of that institute, six "Stages of Involvement" aligned with the work of Joyce Epstein and the National PTA were presented and discussed by members of the Washington State PTA. The six stages not only demonstrate an understanding of the need to include a broad range of constituents in the process of planning, problem-solving and decision-making but also the importance of recognizing that at any given point in time stakeholders will be at different places in terms of their readiness for participation in partnership endeavors. The "Stages of Involvement" presented at the August 1997 Puget Sound Educational Service District Parent/Family Institute along with other pertinent partnership information can be viewed online at **http://wastatepta.org/meetings/PISummit/98/mepismsi.htm**. Principal features of the Washington State PTA Stages of Involvement as cited on their web page are as follows:

1. **Stage 1—Observer:** watches what is happening (passive stage).
2. **Stage 2—Learner:** takes an active learning role with staff embers and/or other parents, but generally wishes to be told what to do (relatively passive).

3. **Stage 3—Collaborator:** works in concert with staff, both giving and receiving assistance (team approach).

4. **Stage 4—Teacher:** seeks out methods or materials to use with own children.

5. **Stage 5—Leader:** has a greater involvement in the lives of others; involved in policy-making and decision-making.

6. **Stage 6—Change Agent:** believes in self; awareness of role in community; questions methodologies; implements change; seeks improvement (highest level) (Washington State PTA, 1997).

As school communities continue to search for ways to form partnerships, it will be important for all involved to recognize that some stakeholders will want or demand more involvement than others. Understanding that there is a continuum ranging from passive to active with various types of involvement that fall along the continuum will be a key factor in moving toward educational environments that successfully represent different interests joining together formally and/or informally to achieve a common purpose.

Research on the Impact of Educational Partnerships on Stakeholders

There is growing evidence that in recent years there has been a shift in inquiries about educational partnership practices, from an emphasis on whether partnership efforts have an effect on education to how, when, and which parts of partnership practices are improving education. Leiberman and Miller (2000) suggest this shift in research and practice is in part a result of the changing context of teaching and learning in the United States. Examples of some of the latest views in the area of research on collaborative efforts in education are recorded in a comprehensive annotated bibliography published by the Harvard Family Research Project (1997). The publication is entitled, *The Guide to Results-Based Accountability*. Specific to middle grade level education, Rutherford and Billig (1995) examined the work of nine school-based sites with special attention to comprehensive district-wide programs, school restructuring efforts, and adult/child

learning programs. Data gathered from their investigation resulted in the identification of eight lessons about and examples of contemporary strategies intended to build and sustain relationships that contribute to all aspects of student success. In addition, an abundance of online guides to home-school-community efforts are available as produced by individual schools and school districts across the country. The information that follows, provides examples of empirical support for the narrowly focused area of potential positive influences that are associated with contemporary partnerships as they relate to: (a) teacher practice, (b) family empowerment, (c) community participation, and (d) student achievement.

The Impact of Partnerships on Teacher Practice

Teacher practice refers to how teachers work in the classroom and how they undergo change for the purpose of improving the level and climate of education for all students.

The research on partnerships and teacher practice indicates that collaboration with colleagues, families, and community members can create new opportunities for teachers to reflect upon and refine methods, procedures, and techniques used to enhance instruction and support the curriculum. Anderson (1997) describes a Professional Development School (PDS) model designed around a school-university team approach to professional development and growth. The goals of the collaboration were to: (a) foster culturally responsible pedagogy, (b) inspire reflective practice, and (c) enhance student performance. Practitioners reported a feeling of increased effectiveness and accountability as a result of participation in this PDS endeavor. In a more recent collaboration with an institution of higher learning, Larkin (2000) describes a professional development experience built on discussions related to classroom action research at the elementary school level. Elementary level practitioners and college faculty joined together over a three-year period to participate in research, action, and evaluation activities aimed at improving the quality of school and their own practice. Final reports

from this structured Inquiry Seminar model indicated unified recommendations for implementation of action steps to improve instruction methods for students and preservice opportunities for educators. From a different perspective, Palmer (1998) examined the role of collaborative reflection, dialogue, and inquiry in guiding teachers' understanding of and decisions about their practice. The study included 21 teachers from three international schools who were participants in a two-week professional development activity designed to help teachers become "consumers of research." Research tasks required participants to give thought to issues such as past experiences, curriculum, professional and personal goals, and available resources. In addition, teachers were asked to engage in conversations rooted in essential questions related to knowledge, knowing, and learning; participate in exercises intended to generate creative design and problem solving; and present small group work to the larger learning community for critical analysis. Results of the study revealed that collaborative reflection, dialogue, and inquiry facilitated teachers' efforts toward identifying and resolving common challenges. As a final example, Mostert (1996) studied a district-based interprofessional collaboration where practitioners participated in ongoing discussions related to both the benefits and barriers to issues such as teamwork, collaboration with students and their families, and collaboration among faculty. Consistent with other collaborative arrangements, participants of this endeavor provided information indicating that the collaborative interactions positively influenced their work by stimulating both questions and new ideas about their own practice and professional development.

The Impact of Partnerships on Family Empowerment

Family empowerment refers to those who have the financial, health, education, and social service resources necessary to make choices that will positively influence a child's development.

The research on partnerships and family empowerment suggests that ongoing family connections with a broad range of school-linked and community-based resources

are the key to the development of strong, supportive families, where children have opportunities to develop a range of essential skills and competencies needed for achievement of success in school and beyond (Council of Chief State School Officers, 1992). Unquestionably, all families can benefit from programs, practices, and policies designed to foster family empowerment, however approaches will and should vary so that structures appropriately match the needs of the individuals, families, and communities being served. For example, Hewlett (1991) states:

> No matter how much money you pump into schools, no matter how well you pay the teachers, fine-tune the curricula, or enrich the programs, you do not address the critical needs of a substantial segment of students unless you also concern yourself with nutrition, health care, housing, and family functioning – the factors that determine the early development of the child. If children are hungry or abused, if their minds are paralyzed by fear, or if they live in cramped squalid tenements, it is unlikely they will do well in school.

Another example that demonstrates the evolving emphasis being placed on universal outreach to families and families' subsequent increased involvement in the larger community is the 1993 collaboration between the U.S. Department of Education and the U.S. Department of Health and Human resources. The two government agencies joined forces to focus on the links between family needs and predictors of positive academic outcomes for children. The result of the joint venture was a report entitled *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services* (U.S. Department of Education and U.S. Department of Health and Human Services, 1993). The report stresses the importance of collaborative efforts as a means to support family empowerment and provides information on ways in which pro-family systems eventually benefit entire communities in the many neighborhoods where children and families live.

One of the oldest programs operating today designed to empower families through broad-based community collaborations in a school-linked partnership is the Cities in Schools (CIS) program based in Houston, Texas. The heart of the CIS program is grounded in the organization's commitment to place human service agency staff at elementary, middle, and secondary sites. Collaborative efforts are built on six core services: (a) counseling, (b) academic remediation, (c) employment and job skills, (d) parent activities, (e) enrichment and life skills, and (f) information and referral. A four-volume program resource entitled *The Cities in Schools Strategy Series* (1989, 1990, 1993) is available in print through Cities in Schools, Inc. and includes the following CIS materials:

1. Volume I: Building a Cities in Schools Program: A Replication Process.
2. Volume II: Building a Cities in Schools Program with a CIS/Burger King Corporate Academy Project: A Replication Process.
3. Volume III: Directing a Local Cities in Schools: An Executive Director's Manual.
4. Volume IV: Directing a Cities in Schools Project: A Project Operations Manual.

In addition, detailed information regarding the CIS mission, history, current services, community partners, site locations, and volunteer opportunities can be viewed online at http://www.cishouston.org/mission.html.

The Impact of Partnerships on Community Participation

Community participation refers to interactive partnerships with local stakeholders that encourage all parties to share information and resources as a means to develop learning environments rooted in shared goals, shared contributions, and shared accountability. Local stakeholders may include but are not limited to private citizens, organizations, businesses, political leaders, agencies, and universities.

The research on partnerships and community participation reveals that the role communities play in any agenda can and will vary based on real and perceived needs of both the organization and the stakeholders. For example from an industry perspective, White (1982) articulated the following 10 arguments for community participation in local development projects:

1. More will be accomplished.
2. Services can be provided at lower cost.
3. Participation has intrinsic value for participants, alleviating feelings of alienation and powerlessness.
4. Participation is a catalyst for further development efforts.
5. Participation leads to a sense of responsibility for the project.
6. Participation guarantees that a felt need is involved.
7. Participation ensures that things are done the right way.
8. Participation ensures the use of indigenous knowledge and expertise.
9. Participation brings freedom from dependence on professionals.
10. Participation brings about 'conscientization', i.e., it helps people understand the nature of the constraints which are hindering their escape from poverty.

Reasons why community partnerships are organized in education are often very similar to reason stated by other types of businesses. Bray (1997) suggests that communities engage in educational projects as a means to secure services in classrooms, schools, and/or districts which are not otherwise provided. Colletta and Perkins (1995) assert:

> A fundamental rationale for increased stakeholder participation in the education sector is to improve the relevance, effectiveness and sustainability of projects by ensuring that learning programs match the needs of the populations they are serving. The demand for education is often poorly understood, resulting in wasted

resources and inappropriate programs which are not supported by the intended beneficiary groups. (p. 1)

Common to all community participation initiatives is the development of an equal relationship wherein all stakeholders stand to learn from each other through the sharing of resources, skills, and knowledge. Quezada and Nickse (1992) illustrate the process of sharing resources, skills, and knowledge in their description of a collaborative planning process for the development of a family literacy program in six Massachusetts communities. The handbook includes information recorded from the experiences of the six communities involved in the project and based on their observations discusses lessons learned relative to: reasons for community participation, characteristics of successful collaborative efforts, elements of successful collaborative efforts, and collaboration obstacles. The handbook also provides a list of considerations when developing a collaborative project and an extensive annotated literacy resource collection for school personnel, families, and community members. Cornish and Noblit (1997) provide an example of a different type of community participation initiative through their study of parent and business involvement in a partnership between state government and local leaders, service providers, and families in North Carolina's Smart Start program. Findings from 24 telephone interviews and four case studies indicated a strong commitment to community participation and agreement that community participation is essential to positive child growth and development patterns. From a development perspective, Fielding and Butterfield (1999) share their thoughts on collaboration methods for the purpose of community participation in planning learning environments. This article includes recommendations for helping school systems save money through business partnerships, establishing strong communication between/among diverse community groups, use of public facilities as extensions of building-based learning environments. Lastly, as the desire for community participation in education increases, questions about the roles that communities play in teaching and learning will continue to

be debated. The United States Department of Education (USDOE) is one of many agencies that provides ongoing opportunities for educators, family members, and community representatives to come together to present comments, questions, recommendations, and concerns regarding successful community participation techniques and models. The format for these opportunities is a satellite town meeting. Videotaped copies of the town meetings are available through the U.S. Department of Education's EdPubs Online Ordering System (http://www.ed.gov/pubs/edpubs.html) or by making a request via their publications office in Jessup, Maryland. One USDOE example that includes an extensive question and answer session regarding community participation is Satellite Town Meeting #74 (2000), *Partners for Excellence: Families, Businesses and Communities Working Together for Schools*. Panelists include Education Secretary Richard Riley, the Newport News, Virginia School Superintendent, the Executive Director of the Frankfort Group Ministry, a representative of the Education Foundation, and the Parent Involvement Coordinator from the Chattanooga, Tennessee Public Schools. All panel participants were involved in a partnership program at the time of the town meeting. Discussions specifically related to community participation included: (a) how community participation improves education, (b) how student achievement is affected when community participation becomes a part of the culture of a school, (c) how community-based organizations work with families, and (d) ways in which community-based organizations help school districts build coalitions.

The Impact of Partnerships on Student Achievement

Student achievement can refer to numerous types of student outcomes including but not limited to: desire to learn, good judgment, job skills and preparation, work ethic, and ability to perform well on academic assessments. For the purposes of this review of the literature and subsequent investigation, student achievement will refer to academic outcomes, as defined in the definition of key terms section of this document: the

knowledge and skill level assessment results demonstrated by students based on curriculum and instruction driven by state identified performance standards.

The research on partnerships and student achievement documents countless initiatives designed to increase student outcomes however at this time, there is little evidence designed around research that controlled for students' prior skills when investigating whether various involvement models increased academic achievement. Epstein (2001) suggests that researchers will need well-specified measurement models and data that include students' prior skills, the nature and quality of school programs, and teacher practices of partnership to identify whether and how collaborative efforts affect students' skills, achievement test scores, or behavior.

The following research examples illustrate partnerships take many forms based on local, state, and national goals and support the premise that an important factor in strengthening student achievement is the implementation of family-school-community learning alliances. For example, Galassi, et al. (1999) reviewed collaborative inquiry groups within a middle school Professional Development School (PDS). The project brought together school and university practitioners to design and implement an action research model for the purpose of addressing school-based educational issues. Examples from three inquiry groups are discussed in this review stating the ways in which collaboration and inquiry improve teacher practice and increase student achievement. Sanders and Herting (2000) generated survey and interview data from 826 African American adolescents to investigate the effects of gender on the relationship between school, family, and community support and academic achievement. Results of this study suggest that support from school, families, and the community can be strengthened through thoughtfully-crafted collaborative initiatives. The study further suggests that collaborative efforts designed to simultaneously include school, family, and church partners positively influence students' academic achievement, academic self-concept, and school behavior. In June of 2001, Systemic Research, Inc. of Norwood, Massachusetts

released a report from the National Science Foundation's Urban Systemic Initiative (USI) Program entitled, *Academic Excellence for All Students: Their Accomplishments in Science and Mathematics*. The report highlights preliminary findings from an evaluative study among twenty-two urban National Science Foundation (NSF) school districts. Participating districts shared a common commitment to the implementation of reform techniques and models with a focus on standards-based curriculum and instruction, aligned assessment, professional development, leadership, and partnerships. NSF partnership models vary from site to site and include partners such as corporations, research centers and laboratories, parents, colleges and universities, foundations, and federal/state/local programs. Results of this report suggest across the board gains in student academic achievement with the most significant gains in those school districts that have participated in the USI program for sustained periods of time. A copy of this report is available online in Portable Document Format (PDF) at http://www.systemic.com/usi/booklet.htm.

The Importance of Collaborative Educational Partnerships at the Middle Grade Level

In the late 1960s, under the leadership of writers Dr. William Alexander and Dr. Donald Eichhorn, the Middle School Movement was launched. Alexander understood the value of a strong connection between elementary school and secondary school, and Eichhorn understood the importance of exceptional educational programs designed to meet the intellectual, social, and emotional needs of the unique young adolescent learner that he labeled the *transescent* student.

In 1981, under the direction of Dr. John Swain, then President of the National Middle School Association, Alexander, Eichhorn, and several other colleagues drafted a document which listed their best thinking in regards to essential elements of Middle School Education.

Today, 40 years after the first thoughts of a middle school concept and 20 years after the introduction of the middle school guidelines to the National Middle School

Association, the contents of the document, "10 Essential Elements of a True Middle School," still serves as a guide for successful middle school programs. Unquestionably, the language used for that time period needs to be updated to reflect the challenges of a new millennium, but the concepts and intentions behind the language remain unchanged. The National Middle School Association defines Middle School Education as "...an educational response to the needs and characteristics of youngsters during transescence and, as such, deals with the full range of intellectual and developmental needs (NMSA, 1982). The following is an overview of the initial "10 Essential Elements."

1. Educators Knowledgeable About and Committed to Transescents.
2. A Balanced Curriculum Based on Transescent Needs.
3. A Range of Organization Arrangements.
4. Varied Instructional Strategies.
5. A Full Exploratory Program.
6. Comprehensive Advising and Counseling.
7. Continuous Progress for Students.
8. Evaluation Procedures Compatible for Transescent Needs.
9. Cooperative Planning.
10. Positive School Climate (Alexander and Eichhorn, 1981).

Essential Element #9, cooperative planning, is a reference to the combined planning efforts taken on by practitioners, family members, community groups, and all others who are part of a child's educational experience. Today, we refer to combined planning as family involvement and or educational partnerships. Just as society had concerns about effective middle school partnerships in the 60s, and 70's, research shows that during the last twenty years, educational environments have continued to experience a significant decline in all types of partnership efforts as student progress from elementary school to middle school and again from middle school to secondary school (Epstein & Dauber, 1991; Epstein, 1992; Epstein & Connors, 1995). The reasons for the

steady decline are many and varied, some perceived, some real. For example, based on recent studies, Epstein (2001) cites the following two reasons as examples of why family members do not frequent middle school programs:

1. Middle grade educators report that they do not seek volunteers because they believe that students do not want their parents at school.
2. Parents report that they do not volunteer in their children's middle school, in part because many are working during the school day and in part because they are not invited to volunteer.

If we are to reverse this trend then educators, families, and community members must be willing to identify causes for the low interaction rates and then be willing to plan and implement action steps designed to foster academic excellence and achievement for all students. To support the continued need for middle school learning alliances, for the purposes of this current study the investigation will remain focused on reasons why partnerships should be valued, implemented, and maintained at the middle grade level, paying special attention to the potential benefits of such collaborations by all stakeholders.

Research reveals numerous reasons for developing collaborative educational partnerships at the middle grade level. For example, successful partnerships can enable middle grade level students to build a sense of belonging in their school community, become motivated about education, improve skill in communicating with adults, and generate an awareness of options for future education and employment. Successful partnerships at this level can also help school personnel and community members gain a stronger understanding of the unique needs of adolescent growth and development and an increased appreciation for the many skills, talents, and contributions of adults within the larger community (Comer, 1980; Epstein & Dauber, 1991; Sanders, 1998). The examples cited above illustrate Epstein's theory that family, school, and community do not

represent separate influences on adolescent development but rather are mutually reinforcing influences that should be linked. Expressed another way,

> When middle schools develop comprehensive programs of school, family, and community partnerships, they can involve the families of early adolescents in many ways that are developmentally appropriate and can improve the quality and outreach of their programs from year to year (Sanders & Simon, 1999).

Not meeting the needs of young adolescents can often lead to students who experience great stress during the middle grades and as a result become alienated from school. Conversely, addressing the unique needs of adolescents through meaningful participation with family members, school personnel, and community members can help restore and or maintain their competency beliefs in regards to school and life beyond school. Wigfield and Eccles (1994) reinforce this notion in the following statement: "As schools change in ways that better match early adolescents' developing characteristics, perhaps the declines in adolescents' achievement beliefs and values observed...will diminish" (p. 133). Drawing from the multitude of online resources available regarding developmentally appropriate collaborative efforts for middle grade level education, the following four examples provide a general overview of ways in which families, schools, and community members are choosing to learn more about and engage in the critical and complex topic of collaborative partnerships.

1. Strong Families, Strong Schools/Building Community Partnerships for Learning: This website provides a review of key research findings, ranging from 1970 to the present, on the importance of involving family members in childrens' educational experiences. Suggested strategies for cross-family participation and examples of successful family involvement initiatives are presented. This information is available at http://eric-web.tc.columbia.edu/families/strong/.
2. The Formula for Success/A Business Leader's Guide to Supporting Mathematics and Science Achievement: This website provides the completed

document developed by a league of business organizations. Suggested techniques and models for ways in businesses can successfully collaborate with schools to enhance mathematics and science achievement are presented. The full document is available online at http://www.bcer.org/timss/.

3. A Guide to Promising Practices in Educational Partnerships: This website provides a review of collaborative educational practices intended to help school communities build partnerships, needs assessments, and recruitment of partners. First released in 1996, this U.S. Department of Education resource is available online at http://www.ed.gov/pubs/PromPract/.

4. Educational Partnerships/Case Studies: As a companion to the previously cited U.S. Department of Education resource, this website provides descriptions of five different types of partnership efforts implemented across the nation during the last decade. Partnerships program descriptions include: an integrated services partnership; a storefront school partnership; a school-to-work partnership; a curriculum focused partnership; and a multi-focus partnership. This information is available online at http://www.ed.gov/pubs/Partners/index.html.

In addition, several national reports have been released within the last decade that both support the need for middle school reform in the area of collaborative educational partnerships and provide recommendations. They include *Turning Points: Preparing American Youth for the 21st Century and Turning Points 2000* (Carnegie Council on Adolescent Development, 2000), *This We Believe: Developmentally Responsive Middle Level Schools* (National Middle School Association, 1982), and the *Middle School/High School Parent Involvement Resource Kit* (National Parent Teacher Association, 1999). Each document emphasizes the importance of matching family-school-community partnership practices with the specific needs of the school, grade level, as well as the students and families being served.

Research on the Epstein Involvement Typology

Guided by questions intended to push the thinking of practitioners, policy-makers, family members, and fellow researchers, results of approximately twenty years of research complete by Joyce L. Epstein and colleagues shows a strong link between educational benefits to children and various form of school, family, and community partnerships. The results of her research also suggest that the development of partnership structures that meet the needs of diverse groups of stakeholders is complex, challenging, necessary, and attainable work. In recognition of the ongoing development of ideas and practice in this field, Epstein (2001) states:

> If we start with what we know, we can make real progress in helping prospective and practicing educators gain the knowledge and tools they need to understand and mobilize families and communities to assist children's learning and development from preschool through high school.

Epstein's research supports the findings of a rapidly growing body of evidence, which suggest that the effective education of a child takes cooperation and involvement from educators, parents, families, and the community. According to Epstein's (1995) theory of overlapping spheres of influence, two models of connections between schools and families and community groups exist—external and internal. The purpose of the external model is to illustrate both practices that may be carried out jointly by stakeholders as well as practices that may be carried out independently. The purpose of the internal model is to provide information as a means to generate an understanding of the complex interpersonal relationships and patterns of influence associated with partnership endeavors among and between schools, families, and the community. Common to both models is a clearly articulated desired outcome to positively influence children's learning and development.

If schools are to truly meet the diverse needs and interests of individual schools, then partnership programs will and should look different in each learning environment.

However, Epstein (1995) suggests that successful partnership programs across all grade levels and district type share several common characteristics. These commonalities include: a recognition of the overlapping spheres of influence on student development; attention to various types of involvement that promote a variety of opportunities for schools, families, and communities to work together; and an Action Team for School, Family, and Community Partnerships to coordinate each school's work and progress.

As an outgrowth of the research based on external and internal models of collaboration, Epstein, et al. (1997) has developed and revised a typology of six types of family, school, and community partnership programs. Epstein's six types of involvement for comprehensive programs of partnership have been documented to include parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. Each type of involvement is an approach to be considered for use either with other approaches or as a stand alone when working toward improved partnership relationships among and between schools, families and communities. The framework for the typology is built on research-based umbrella action statements designed to guide the development of family-school-community partnerships and also support, improve, and maintain existing partnership efforts. As a companion resource to each component of the typology, Epstein also provides examples of : (a) sample practices to be considered by school communities, (b) challenges and redefinitions for the successful design and implementation of the six types of involvement, and (c) expected results for students, parents, and teachers. In the section that follows, the framework for each of the six types of involvement will be described. In addition, excerpts from Epstein's companion recommendations for planning, designing, delivering, and evaluating involvement models will be presented. This current study will compare each of Epstein's six types of involvement to Cambridge Public Schools academic outcomes at the middle school level based on the Massachusetts Comprehensive Achievement Test (MCAS) for the three-year period of 1998-2000.

Type 1 – parenting. Defined by Epstein, et al. (1997) as interventions put in place "to help all families establish home environments to support children as students" (p. 8). This type of involvement encompasses a broad range of behaviors, skills, and responsibilities carried out by adults who provide child rearing and childcare giving. Type 1 activities provide opportunities for families and school personnel to exchange important student related information that can help stakeholders better understand children's strengths, weaknesses, needs, and interests.

The type 1 paradigms listed below are excerpts from Epstein's research observations as they relate to the six types of involvement for comprehensive programs of partnership:

1. Sample Practice: Workshops, videotapes, computerized phone messages on parenting and child rearing for each age and grade level.
2. Sample Challenge: Provide information to all families who want it or who need it, not just the few who can attend workshops or meetings at the school building.
3. Sample Redefinition: *Workshop* meaning more than a meeting about a topic held at the school building at a particular time. Workshop also may mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, anytime.
4. Sample Result for Students: Balance between time spent on chores, on other activities, and on homework.
5. Sample Result for Parents: Feeling of support from school and other parents.
6. Sample Result for Teachers: Respect for families' strengths and efforts (Epstein et al., 1997).

Type 2 – communicating. Defined by Epstein et al. (1997) as methods used for the purpose of "designing effective forms of school-to-home and home-to-school communication about school programs and children's progress" (p. 8). This type of

involvement includes but is not limited to student folders, school bulletins, family/class breakfasts, report cards, conferences, and telephone calls. Type 2 activities encourage and enable opportunities for ongoing discourse between family members and school personnel, between school personnel and children, and between family members and children.

The type 2 paradigms listed below are excerpts from Epstein et al.'s (1997) research observations as they relate to the six types of involvement for comprehensive programs of partnership:

1. Sample Practice: Weekly or monthly folders of student work sent home for review and comments.
2. Sample Challenge: Consider parents who do not speak English well, do not read well, or need large type.
3. Sample Redefinition: "Communications about school programs and student progress" (p. 9) meaning two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.
4. Sample Result for Students: Understanding of school policies on behavior, attendance, and other areas of student conduct.
5. Sample Result for Parents: Responding effectively to child's problems.
6. Sample Result for Teachers: Increased diversity and use of communications with families and awareness of own ability to communicate clearly (Epstein et al., 1997).

Type 3 – volunteering. Defined by Epstein et al. (1997) as a process designed "to recruit and organize parent help and support" (p. 8). This type of involvement is characterized by family and community member support in the form of mentors, teaching assistants, chaperones, special event organizers, or committee participant. Type 3 activities open the doors of the school to all members of the learning community so that individual and collective talents, strengths, and expertise can be shared.

The type 3 paradigms listed below are excerpts from Epstein et al.'s (1997) research observations as they relate to the six types of involvement for comprehensive programs of partnership:

1. Sample Practice: Parent room or family center for volunteer work, meetings, resources for families.
2. Sample Challenge: Organize volunteer work; provide training; match time and talent with school, teacher and student needs; and recognize efforts so that participants are productive.
3. Sample Redefinition: *Volunteer*, meaning anyone who supports school goals and children's learning or development in any way, at any place, and at any time—not just during the school day and at the school building.
4. Sample Result for Students: Skill in communicating with adults.
5. Sample Result for Parents: Self-confidence about ability to work in school and with children, or to take steps to improve own education.
6. Sample Result for Teachers: Greater individual attention to students, with help from volunteers (Epstein et al., 1997).

Type 4—learning at home. Defined by Epstein et al. (1997) as strategies used "to provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning" (p. 8). This type of involvement requires commitment from families to engage in multiple methods of supervision of, dialogue about and assistance with student work. Type 4 activities provide opportunities for unified support of student success as well as coordination between class work and home learning activities.

The type 4 paradigms listed below are excerpts from Epstein et al.'s (1997) research observations as they relate to the six types of involvement for comprehensive programs of partnership:

1. Sample Practice: Information on how to assist students to improve skills on various class and school assessments.
2. Sample Challenge: Coordinate family-linked homework activities, if students have several teachers.
3. Sample Redefinition: *Homework,* meaning not only work done alone, but also interactive activities shared with others at home or in the community, linking school work to real life.
4. Sample Result for Students: Homework completion.
5. Sample Result for Parents: Understanding of instructional program each year and of what child is learning in each subject.
6. Sample Result for Teachers: Better design of homework assignments (Epstein et al., 1997).

Type 5—decision making. Defined by Epstein et al. (1997) as a process designed "to include parents in school decisions, and develop parent leaders and representatives." This type of involvement encourages family and community member participation in school-based and district-wide advocacy efforts such as PTA/PTO, School Councils, content area advisory committees, school boards, and district-level subcommittees. Type 5 activities provide opportunities for practitioners, community groups, family members, and neighborhood leaders to meet shifting needs and conditions through shared expertise.

The type 5 paradigms listed below are excerpts from Epstein et al.'s (1997) research observations as they relate to the six types of involvement for comprehensive programs of partnership:

1. Sample Practice: Independent advocacy groups to lobby and work for school reform and improvements.
2. Sample Challenge: Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents.

3. Sample Redefinition: *Decision making*, meaning a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.

4. Sample Result for Students: Awareness of representation of families in school decisions.

5. Sample Result for Parents: Feeling of ownership of school.

6. Sample Result for Teachers: Awareness of parent perspectives as a factor in policy development and decisions (Epstein et al, 1997).

Type 6—collaborating with the community. Defined by Epstein et al. (1997) as opportunities "to identify and integrate resources and services from the community to strengthen school programs, and student learning and development". This type of involvement includes both service to the community by students, families, and school personnel and service to the school by community groups, businesses, human service professionals, and neighborhood officials. As Hatch (1998) reminds us, type 6 activities have the potential to set in motion a chain of events that transform the culture of the school and often the community that the school serves.

The type 6 paradigms listed below are excerpts from Epstein et al.'s (1997) research observations as they relate to the six types of involvement for comprehensive programs of partnership:

1. Sample Practice: Participation of alumni in school programs for students.

2. Sample Challenge: Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.

3. Sample Redefinition: "Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.

4. Sample Result for Students: Increased skills and talents through enriched curricular and extracurricular experiences.

5. Sample Result for Parents: Knowledge and use of local resources by family and child to increase skills and talents, or to obtain needed services.

6. Sample Result for Teachers: Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practice (Epstein et al., 1997).

Summary

This review of the literature suggests that the educational partnership construct of today requires new ways of thinking about the concept of collaboration. In the words of Germinario and Cram (1998) the nature and scope of contemporary partnerships will embrace new relationships: "among teachers; between teachers and administrators; between schools and student's homes; and among the workplaces and service providers throughout the community". Through these types of inclusive environments schools will build capacity to meet local, state, and national goals to increase student achievement and other indicators of school success.

CHAPTER III

Methods and Procedures

Introduction

"A survey of present conditions is an essential guide to one's thinking, whether in evaluating the course he is now following, or in embarking on a new venture. For any purpose, the starting point is important" (Good and Scates, 1954).

This study investigated the extent to which elements of Joyce Epstein's typology for School-Family-Community Involvement are practiced in middle grade programs in one Massachusetts urban school district and the relationship between specific types of school-family-community partnership programs and practices and state-reported school academic outcomes. The purpose of this study was to determine the predictive power of school-family-community partnership programs and practices as determinants of grade 8 building-based student achievement outcomes as measured by the Massachusetts Comprehensive Assessment System (MCAS) in the content areas of English Language Arts and Mathematics. Specifically, this investigation addressed the following questions:

1. What is the nature and extent to which middle grade level programs were engaged in collaborative educational partnership programs?
2. How do collaborative educational partnerships vary between middle grade level programs in the selected district?
3. Is there a relationship between the types of cooperation put into practice at each middle grade level program and respective academic outcomes (as measured by the MCAS)?
4. Which collaborative educational partnership variables present within the selected middle grade programs have the most significant impact on positive academic outcomes?

Chapter 3 describes the methods and procedures used for conducting the study. The chapter is divided into six sections: research design, population and sample, confidentiality, data collection, data analysis, and summary.

Research Design

As stated in Chapter 1, this study uses a descriptive correlational research design with multiple regression analysis to determine the predictive power of the elements of Joyce Epstein's typology for School-Family-Community involvement as determinants of state-reported school academic outcomes among middle grade level programs in one Massachusetts urban school district. Descriptive research is appropriate for this study because all data are examined and recorded as they exist without researcher control. Correlational research is appropriate for the study because the primary intent is to explain the nature of relationships presented in the data, not to determine cause and effect. Lastly, multiple regression is appropriate for the study because regression analysis provides a means for expressing essential components of statistical relationships. The combined use of this set of statistical techniques is what allows the researcher to assess the relationship between the study's stated dependent variable (MCAS scaled scores) and several independent variables (the six types of involvement).

Population and Sample

The population for this study was all middle grade level classrooms, grades 5 through 8, in one urban Massachusetts school district. The sample of the district used in this study was comprised of those schools that: (a) participated in the grade 8 MCAS for each of the school years, 1997-1998, 1998-1999, and 1999-2000, and (b) had students enrollments large enough for the state to calculate and provide disaggregated data for the school. Faculty members recruited for this study were limited to administrators, classroom teachers and support staff who within the grade K-8 school structure embraced by the district, work with students in grades 5 through grade 8. The grades 5 through 8

grade span is consistent with the definition of Middle Grade Level Programs presented in Chapter 2. Cambridge Public School middle grade level programs vary in composition of number of grade spans and classes, ranging from 2 to 12 homerooms, with a mean of 8.13 homerooms and a median of 8 homerooms in grade 5 through grade 8. Table 1 provides a visual representation of current elementary schools in the district, their grade structures, and indication of having met/not met the sample participant criteria listed above.

Table 1

Current CPS Elementary Level Schools, Grade Structures, Number of Middle Level Classrooms, and Participation Status in Grade 8 MCAS During 1998, 1999, and 2000

School	School Structure	Number of Grade 5-8 Classrooms	1997-1998 Participant	1998-1999 Participant	1999-2000 Participant
01	K-5	02	No	No	No
02	K-8	06	Yes	Yes	Yes
03	K-8	06	Yes	Yes	Yes
04	K-8	06	No	No	Yes
05	K-8	07	No	Yes	Yes
06	K-8	07	Yes	Yes	Yes
07	K-8	08	Yes	Yes	Yes
08	K-8	08	Yes	Yes	Yes
09	K-8	08	Yes	Yes	Yes
10	K-8	08	Yes	Yes	Yes
11	K-8	08	Yes	Yes	Yes
12	K-8	08	Yes	Yes	Yes
13	K-8	10	Yes	Yes	Yes
14	K-8	12	Yes	Yes	Yes
15	K-8	12	Yes	Yes	Yes

Note. School 04 is a new school, opened September 2000. School 08 transitioned from Program to School status, September 2001.

Confidentiality

Once schools sites were selected, the researcher contacted each building principal by letter requesting approval for the principal, middle level classroom teachers, special subject teachers, and support staff to participate in the study. This initial communication (see Appendix A) to each building principal included assurance that: (a) each staff member's participation and contents of their Participation Inventory would be kept confidential, (b) a non-Cambridge Public School consultant would be contracted to review and codify all Participation Inventory data, (c) the final report would refer to schools by assigned numbers only, and (d) information included in descriptions that might identify a particular school would be altered to further ensure anonymity. A letter requesting staff members' participation (see Appendix B) in the study and stating the conditions of anonymity and confidentiality was sent to each middle level teacher and support staff member. Lastly, an Informed Consent Form (see Appendix C), also stating the conditions of anonymity and confidentiality, was distributed to each participant prior to receiving the Participation Inventory (see Appendix D).

Hypotheses

Research cited in Chapter 2 indicates possible relationships between student performance and six major categories of School-Family-Community Involvement programs and practices: (a) parenting, (b) communicating, (c) volunteering, (d) learning at home, (e) decision-making, and (f) collaboration with the community. Through the review of Cambridge Public School artifacts related to School-Family-Community Involvement, Massachusetts Department of Education Parent Involvement Project (MassPIP) materials, U.S. Department of Education Family Involvement publications, and sample Parent/Family Involvement surveys available online, predictor variables were identified for the purpose of investigating the following null and alternative hypotheses:

1. Null hypothesis one for this study is:

H_{01}: As a result of employing parenting-related involvement strategies at the middle grade level, there will be no significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

This is tested against the alternative hypothesis:

H_{A1}: As a result of employing parenting-related involvement strategies at the middle grade level, there will be a significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

2. Null hypothesis two for this study is:

H_{02}: As a result of employing volunteering-related involvement strategies at the middle grade level, there will be no significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

This is tested against the alternative hypothesis:

H_{A2}: As a result of employing volunteering-related involvement strategies at the middle grade level, there will be a significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

3. Null hypothesis three for this study is:

H_{03}: As a result of employing communicating-related involvement strategies at the middle grade level, there will be no significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

This is tested against the alternative hypothesis:

H_{A3}: As a result of employing communicating-related involvement strategies at the middle grade level, there will be a significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

4. Null hypothesis four for this study is:

H_{04}: As a result of employing learning at home-related involvement strategies at the middle grade level, there will be no significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

This is tested against the alternative hypothesis:

H_{A4}: As a result of employing learning at home-related involvement strategies at the middle grade level, there will be a significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

5. Null hypothesis five for this study is:

H_{05}: As a result of employing decision making-related involvement strategies at the middle grade level, there will be no significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

This is tested against the alternative hypothesis:

H_{A5}: As a result of employing decision making-related involvement strategies at the middle grade level, there will be a significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

6. Null hypothesis six for this study is:

H_{06}: As a result of employing collaboration with the community-related

involvement strategies at the middle grade level, there will be no significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS. This is tested against the alternative hypothesis:

H_{A6}: As a result of employing collaboration with the community-related involvement strategies at the middle grade level, there will be a significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

7. Null hypothesis seven for this study is:

H_{07}: As a result of employing classroom-related involvement strategies across involvement categories at the middle grade level, there will be no significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS. This is tested against the alternative hypothesis:

H_{A7}: As a result of employing classroom-related involvement strategies across involvement categories at the middle grade level, there will be a significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

8. Null hypothesis eight for this study is:

H_{08}: As a result of employing grade cluster-related involvement strategies across involvement categories at the middle grade level, there will be no significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS. This is tested against the alternative hypothesis:

H_{A8}: As a result of employing grade cluster-related involvement strategies across involvement categories at the middle grade level, there will be a significant

difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

9. Null hypothesis nine for this study is:

H_{09}: As a result of employing school wide-related involvement strategies across involvement categories at the middle grade level, there will be no significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS. This is tested against the alternative hypothesis:

H_{A9}: As a result of employing school wide-related involvement strategies across involvement strategies at the middle grade level, there will be a significant difference in grade 8 academic outcomes as reflected in the percentage of students achieving performance levels of proficient/above on the state-mandated MCAS.

Data Collection

Data extracted from public domain files produced by the Massachusetts Department of Education and annual Student Data Reports produced by the CPS Office of Development and Assessment were collected to determine district and building-based MCAS scaled score results for grade 8 level students between 1998-2000. The Massachusetts Department of Education official MCAS test results are reported as the percentage of students attaining each of the four state-assigned performance levels for each subject area and grade tested. Each performance level describes student performance in relation to state curriculum frameworks standards and is directly associated with a scaled score range. The four performance levels are: advanced, proficient, needs improvement, and failing. Scaled scores range from 200 to 280. Table 2 provides a brief description for each performance level and indicates the corresponding range of scaled scores. Table 3 shows the percentage of grade 8 students at each eligible school at each performance level, based on average scaled scores in the content area of english language

arts. Table 4 shows the percentage of grade 8 students at each eligible school at each performance level, based on average scaled scores in the content area of mathematics.

Table 2

MCAS Scaled Score Intervals and General Performance Level Definitions

Performance Level	Scaled Score Range	Description
Advanced	260 - 280	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.
Proficient	240-259	Students at this level demonstrate a solid understanding of challenging subject mater, and solve a wide variety of problems.
Needs Improvement	220-239	Students at this level demonstrate partial understanding of subject matter, and solve some simple problems.
Failing	200-219	Students at this level demonstrate minimal understanding of subject matter, and do not solve simple problems.

Note. From Massachusetts Department of Education, publication, 1998.

Table 3

Three Year Overview of Percentages of Grade 8 Students at Each English Language Arts Performance Level, Based on Average Scaled Scores

	Advanced			Proficient			Needs Improvement			Failing		
	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
School												
A	09	02	03	63	72	49	23	25	30	05	02	19
B	02	05	11	56	61	52	34	27	20	07	07	16
C	08	11	03	63	54	22	26	21	06	03	14	69
D	00	00	00	55	47	68	45	35	21	00	18	11
E	00	00	00	50	56	50	45	39	41	05	06	09
F	00	02	00	53	63	25	30	24	05	16	10	70
G	05	00	03	42	54	39	43	28	43	11	18	15
H	00	03	00	45	56	27	42	34	50	12	06	23
I	00	00	05	24	32	21	57	50	42	19	18	32
J	00	00	00	25	24	15	49	62	53	26	14	32
K	01	00	00	28	24	36	46	38	32	25	38	31

Table 4

Three Year Overview of Percentage of Grade 8 Students at Each Mathematics Performance Level, Based on Average Scaled Scores

	Advanced			Proficient			Needs Improvement			Failing		
	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
School												
A	27	12	20	36	42	20	20	25	20	17	22	39
B	15	29	23	37	27	34	20	22	23	29	22	20
C	24	17	03	34	34	16	29	28	03	13	21	78
D	14	23	21	27	26	18	36	20	18	23	31	43
E	09	05	09	32	21	23	36	37	18	23	37	50
F	21	32	13	30	24	05	16	27	10	33	17	73
G	13	13	08	20	23	21	19	27	21	48	37	49
H	00	00	07	15	06	10	21	43	30	64	51	53
I	00	04	00	14	18	16	24	21	11	62	57	74
J	00	00	00	02	14	02	20	26	23	78	60	75
K	01	00	03	07	03	13	17	19	16	74	78	69

Additional information about types of school-family-community involvement programs and practices present in each middle grade setting was obtained from a Participation Inventory administered to classroom teachers, support staff, and principals. The Inventory was divided into six main sections: parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community. The sections were based on Joyce Epstein's Typology for School-Family-Community involvement and included both structured and open-ended response opportunities regarding partnership strategies used at the classroom, program, and building levels. An overview of Joyce Epstein et al.'s *Six Types of Involvement* (1997) is presented in Chapter 1. A copy of the Participation Inventory used in this study can be found in the Appendix.

Data Analysis

Once academic outcome data were collected for each school, multiple regression analysis techniques were employed to determine possible patterns linking MCAS scaled scores with any one or combination of involvement strategies practiced at each site. Hinkle, Wiersma, and Jurs (1998) suggest the following four-step process for conducting multiple regression analysis:

1. Step 1. Determine the regression model. This step involves determining the regression coefficients and the regression constant.
2. Step 2. Determine the multiple correlation coefficient and the proportion of shared variance (R^2). This step involves computing R and R^2, the coefficient of determination.
3. Step 3. Determine whether the multiple R is statistically significant. This step involves testing the null hypothesis H_0: $R_{pop} = 0$.
4. Step 4. Determine the significance of the predictor variables. This step involves testing the individual regression coefficients for statistical significance—

in other words, testing the null hypothesis that the regression coefficients in the population equal zero (H_0:$B_i = 0$). (Hinkle, Wiersma, and Jurs, 1998)

The data management and analysis product, Statistical Package for Social Science (SPSS 10.0), was used to perform the variety of data analysis and presentation functions required for this study. In addition, based on school-family-community partnership data collected for each school, a performance level profile, including highly identified involvement programs and practices for each school cluster, was created. Particular attention was paid to similarities and differences of involvement data of school clusters having between either 0-25% or 26-50% or 51-75% of their 8th grade students achieving at MCAS performance levels of proficient or above.

Summary

This quantitative study used a data collection method and data analysis process to determine the predictive power of school-family-community partnership programs and practices as determinant of grade 8 building-based student achievement outcomes as measured by the Massachusetts Comprehensive Assessment System (MCAS) in the content areas of english language arts and mathematics.

The results of the research and answers to the questions guiding the study will be discussed in Chapter 4, and recommendations for further research will be described in Chapter 5.

CHAPTER IV

Presentation and Analysis of Data

Introduction

"Not everything that counts can be counted.

And not everything that can be counted counts"(Albert Einstein).

As stated in chapter 1, this study uses a descriptive correlational research design with multiple regression analysis to determine the predictive power of the elements of Joyce Epstein's typology for School-Family-Community involvement as determinants of state-reported school academic outcomes among middle grade level programs in one Massachusetts urban school district. Descriptive research is appropriate for this study because all data are examined and recorded as they exist, without researcher control. Correlational research is appropriate for the study because the primary intent is to explain the nature of relationships presented in the data, not to determine cause and effect. Lastly, multiple regression is appropriate because regression analysis provides a means for expressing essential components of statistical relationships. The combined use of this set of statistical techniques is what allows the researcher to assess the relationship between the study's stated dependent variable (MCAS scaled scores) and selected independent variables based on Joyce Epstein's six types of school-family-community involvement.

This chapter provides a detailed presentation of data collected from 11 middle grade level programs in one Massachusetts urban community and an analysis of the results. The chapter is organized under six sections: introduction, response rates, demographic characteristics of the respondents, rank ordered results of the grade 8 MCAS exam (1998, 1999, 2000), school profiles and practices, and a summary. For the

MCAS results section, the researcher ranked schools by averaging across the subject areas of english language arts and mathematics the percentage of students who earned either proficient or advanced ratings. For the school profiles sections, each of the inventory responses were examined in terms of combined data by involvement category and then separated into three groups representing classroom, grade level cluster, and school-wide programs and practices. Findings were identified and data statements were generated based on the inventory responses. The analysis produced results which have been examined in relation to building-based student achievement outcomes and analyzed in the context of the nature of and extent to which elements of Joyce Epstein's typology for School-Family-Community Involvement are practiced in middle grade level programs. Throughout the chapter, inventory data are displayed and discussed using tables and charts based on Frequency Distributions, Measures of Central Tendency, and Measures of Variability.

Summary statements responding to: (a) the four key questions posed at the outset of this study, (b) the conclusions, and (c) the recommendations for further research are presented in chapter 5.

Response Rates

The Cambridge School Department consists of 15 elementary schools (grades K-8) and one comprehensive high school (grades 9-12). For the purposes of this study, schools considered by the researcher to be eligible for participation and solicitation were those schools that (a) participated in the grade 8 MCAS for each of the following school years: 1997-1998, 1998-1999, and 1999-2000 and (b) had students enrollments large enough for the Massachusetts Department of Education to calculate and provide

disaggregated data for the individual school. Twelve of the 15 elementary schools met the participation criteria. Solicitation letters were sent on December 10, 2001 to principals representing each of the eligible schools. Ten of the 12 principals returned the approval form by the requested return date of December 21, 2001 (83% response rate). Additionally, two principals responded immediately following the December school vacation week, bringing the total solicitation process response rate to 100%.

During the week of January 3, 2002, a total of 246 Recruitment Packets were sent to middle grade level administrators, teachers and support staff. Each packet consisted of a cover letter, Informed Consent form, Participation Inventory instrument, two self-addressed stamped envelopes (SASE), and a request for return of both items by January 18, 2002. A total of 70 faculty members representing 11 of the 12 middle grade level programs returned signed Informed Consent forms and completed Participation Inventory instruments. These figures represent a 92% response rate by eligible middle grade level programs within the district and a 28.1% response rate by middle grade level staff from eligible programs across the district.

Demographic Characteristics of the Respondents

Seventy middle grade level faculty members in the Cambridge Public Schools participated in this research project. Sixteen (22.9%) of the participants are male and 54 (77.1%) are female. The employment positions of the participants are presented in a frequency distribution (Table 5). Building administrators represent 17.1% of the respondents. Classroom teachers with both single and multi-graded responsibilities represent 43% of the respondents. Special subject teachers including physical education, music, visual arts, library media, science, Title I Reading, inclusion specialists, and

learning disabilities staff represent 22.9% of the respondents. Classroom teaching assistants and family liaisons represent 17.1% of the respondents.

Table 5

Employment Positions of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrator	12	4.8	17.1	17.1
	Gr.5 Classroom	4	1.6	5.7	22.8
	Gr.6 Classroom	3	1.2	4.3	27.1
	Gr.5/6 Classroom	2	.8	2.9	30.0
	Gr.6/7 Classroom	1	.4	1.4	31.4
	Gr.7 Classroom	3	1.2	4.3	35.7
	Gr.6/7/8 Classroom	2	.8	2.9	38.6
	Gr.7/8 Classroom	9	3.6	12.9	51.5
	Gr.8 Classroom	6	2.4	8.6	60.0
	Special Subject Teacher	16	6.4	22.9	83.0
	Support Staff	12	4.8	17.1	100.0
	Total	70	28.1	100.0	
Missing	System	179	71.9		
Total		249	100.0		

Participants in this study represent a broad range of experience both in the field of education as a whole and in terms of the number of years they have been staff members in their current school. The frequency distribution of years of experience in education is

presented in Table 6. Years of experience in education ranges from less than three years (2.9%) to 28 years or longer (40%). The frequency distribution for the number of years these middle grade level staff members have worked in their current school is presented in Table 7. This data represents a range from seven staff members (10%) who have worked in their current school for between 20 and 27 years to 20 staff members (28.6%) who have worked in their current school for between four and 12 years. The remaining responses for years of service in the current school are tightly clustered, with a maximum six-percentage point differential. Thirteen to 19 years of service at the current school is recorded as 14.3%. Twenty-eight years of service or longer at the current school is recorded as 21.4%. And less than three years of service at the current school is recorded as 24.3%.

Table 6

Years in Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Blank	1	.4	1.4	1.4
	Less than 3 years	2	.8	2.9	4.3
	4-12 years	17	6.8	24.3	28.6
	13-19 years	10	4.0	14.3	42.9
	20-27 years	12	4.8	17.1	60.0
	28 years or longer	28	11.2	40.0	100.0
	Total	70	28.1	100.0	
Missing	System	179	71.9		
Total		249	100.0		

Table 7

Years in Current School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Blank	1	.4	1.4	1.4
	Less than 3 years	17	6.8	24.3	25.7
	4-12 years	20	8.0	28.6	54.3
	13-19 years	10	4.0	14.3	68.6
	20-27 years	7	2.8	10.0	78.6
	28 years or longer	15	6.0	21.4	100.0
	Total	70	28.1	100.0	
Missing	System	179	71.9		
Total		249	100.0		

Table 8 presents data for the highest levels of education achieved by the respondents. There are four (5.7%) respondents who hold a high school diploma. There are eight (11.4%) respondents who hold a Bachelor's degree. There are 12 (17.1%) respondents who hold a Master's degree and an additional 32 (45.7%) who have competed between 15-45 credits beyond the Master's degree. Five respondents (7.1%) have received a Certificate of Advanced Graduate Studies (CAGS), and eight respondents (11.4%) hold a Doctorate.

Table 8

Levels of Education

	Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Blank	1	0.4	1.4	1.4
	Diploma	4	1.6	5.7	7.2
	Bachelors	8	3.2	11.4	18.6
	Masters	12	4.8	17.1	35.7
	Masters +15	5	2.0	7.1	42.8
	Masters +30	11	4.4	15.7	58.5
	Masters +45	16	6.4	22.9	81.4
	CAGS	5	2.0	7.1	88.5
	Doctorate	8	3.2	11.4	100.0
	Total	70	28.1	100.0	
Missing	System	179	71.9		
Total		249	100.0		

Rank Ordered Results of the Grade 8 MCAS Exam

The Massachusetts Department of Education reports MCAS results for individual students, schools, and school district using two reporting metrics: scaled scores and performance levels. Chapter 3 presented an overview of the Cambridge Public Schools grade 8 MCAS english language arts and mathematics achievement outcomes for 1998, 1999, and 2000. Table 9 provides additional data representing the three-year period of

1998-2000 for the 11 middle grade level programs participating in this study. The researcher's list is calculated by averaging each school's scaled scores across the two subject areas, then calculating each school's percentages of students who passed the exam, and each school's percentages of students who achieved the level of proficient or above. For example, a school with grade 8 english language arts scores of 219, 224, and 230 and mathematics scaled scores of 237, 232, and 238 would have an average of 230. The school is then ranked based on that number. The same process is used for ranking schools based on percentages of students within each performance level. A student is defined as having passed the assessment if the scores fall within the categories of: (a) needs improvement, (b) proficient, or (c) advanced.

Table 9

Three-year Combined Averages

School	Scaled Scores	Rank by Scaled Scores	% Passing	Rank by % Passing	% Proficient/Advanced	Rank by Pro/Adv
A	239.49	1	85	1	60.33	1 (1of2)
B	237.83	2	83.16	2	56.66	3
C	231.83	5	81.66	3	60.33	1 (2of2)
D	235.66	3	81	4	51.16	5
E	233.66	4	78.5	5	42.5	6
F	230.5	7	73.83	6	52.33	4
G	231.49	6	71.33	7	40.83	7
H	217.66	11	64.83	8	28.16	8
I	224.33	8	56.33	9	22.33	9
J	220.66	9	52.66	10	13.66	11
K	220	10	47.66	11	19.5	10

It is a the goal of the Cambridge Public Schools to help all students meet or exceed the standards benchmark of proficient in all content areas assessed at local, state, and national levels. Because of the importance placed on this goal by the district, for the remainder of this report, the researcher will focus observations, comparisons and discussions relative to the relationship between: (a) Participation programs and practices

and (b) academic outcomes on the percentage of students per school who scored proficient or above during the period of 1998–2000.

Table 10 summarizes the data for the combined averages of the percentage of students scoring proficient or above during the period 1998-2000. For reporting purposes, schools have been clustered to represent program-wide attainment of achievement levels of proficient or above within the following quartiles: 0-25, 26-50, 51-75, and 76-100. Among the programs that participated in the study a total of three schools (27.3%) can be identified as having a percentage of grade 8 students within the 1st reporting quartile. An additional three schools (27.3%) can be identified as having a percentage of students within the 2nd reporting quartile. Five schools (45.5%) can be identified as having a percentage of students within the 3rd quartile. And zero schools can be identified as having students within the 4th quartile. The range of student performance at proficient or advanced was from 13.66% to 60.33%. The mean and median for these percentages were 40.7 and 42.5, respectively, and the standard deviation is 17.17.

Table 10

Proficient and Advanced

	Average % of Students Scoring Pro/Adv	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.66	1	9.1	9.1	9.1
	19.50	1	9.1	9.1	18.2
	22.33	1	9.1	9.1	27.3
	28.16	1	9.1	9.1	36.4
	40.83	1	9.1	9.1	45.5
	42.50	1	9.1	9.1	54.5
	51.16	1	9.1	9.1	63.6
	52.33	1	9.1	9.1	72.7
	56.66	1	9.1	9.1	81.8
	60.33	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

Note. $X_M = 40.7$, $SD = 17.17$, $Md = 42.5$

School Profiles and Practices

Within the 11 Cambridge Public Schools that took part in this study, 70 middle grade level faculty members, including principals, classroom teachers, special subject teachers, support staff, and family liaisons participated in a 50-item inventory. Part A of the inventory asked staff members to identify demographic information that best described them individually. Part B of the inventory uses categories drawn from Epstein

et al.'s (1997) Involvement Model and asks staff members to identify all family-school-community practices that most closely apply to the respondent's classroom or throughout grades 5-8 in the respondent's middle grade cluster or throughout the respondent's school. As stated in chapter 1, Epstein's Six Types of Involvement encompass the following participation categories: parenting, volunteering, communicating, learning at home, decision-making, and collaboration with the community. Definitions for each participation category are also presented in chapter 1.

The results of the study from the 11 schools are organized by cluster. Cluster 1 schools include those identified as having between 0-25% of their grade 8 students achieve an MCAS performance level of proficient or above. Cluster 2 schools include those identified as having between 26-50% of their grade 8 students achieve an MCAS performance level of proficient or above. Cluster 3 schools include those schools identified as having between 51-75% of their grade 8 students achieve an MCAS performance level of proficient or above. Based on MCAS results for the years 1998, 1999, and 2000, no middle grade program in the district had schools with more than 75% of their grade 8 students at MCAS performance levels of proficient or above. Each school cluster profile includes: (a) MCAS data, (b) a demographic snapshot of the respondents, (c) a display of programs and practices used within each of the six involvement categories, (d) a display of classroom specific programs and practices used across the six involvement categories, (e) a display of grade cluster specific programs and practices used across the six involvement categories, (f) and a display of school-wide specific programs and practices used across the six involvement categories. Next, data statements based on frequency distributions, measures of central tendency, and measures of

variability are presented as a means to identify distinguishing characteristics or patterns within, among, and between the sets of data. Lastly, these data are correlated against the state mandated student outcome data (MCAS) to determine the correlation, if any, between involvement variables and student outcome measures in terms of percentages of students who earned proficient or advanced ratings.

In chapter 5, the data are analyzed in relation to the four key research questions posed at the outset of this study.

School Cluster I

Middle grade level programs included in school cluster 1 have been identified as having between 0-25% of their grade 8 students with MCAS performance level ratings of proficient or advanced (Table 11). The percentage represents a three year combined average for english language arts and mathematics MCAS assessments administered in 1998, 1999, and 2000.

The range of student performance at proficient/advanced in school cluster 1 was from 13.66% to 22.33%. The mean and median for these percentages were 18.50% and 19.50%, respectively, and the standard deviation was 4.42 (Table 12).

Table 11

MCAS Ranking of Cluster 1 Schools

School	Scaled Scores	Rank by Scaled Scores	% Passing	Rank by % Passing	% Proficient/Advanced	Rank by Pro/Adv
J	220.66	9	52.66	10	13.66	11
K	220	10	47.66	11	19.5	10
I	224.33	8	56.33	9	22.33	9

Table 12

Proficient/Advanced Frequency Table for Cluster 1 Schools

	Average % of Students Scoring Pro/Adv	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13.66	1	33.3	33.3	33.3
	19.50	1	33.3	33.3	66.7
	22.33	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Note. $X_M = 18.5$, $SD = 4.42$, $Md = 19.5$

School cluster 1 includes 26 middle grade level faculty members. Eight (30.8%) of the respondents are male and 18 (69.2%) are female. The employment positions of the participants are presented in a frequency distribution (Table 13). Building administrators represent 19.2% of the respondents. Classroom teachers with both single and multi-grade responsibilities represent 34.5% of the respondents. Special subject teachers represent 30.8% of the respondents, and classroom teaching assistants and family liaisons represent 15.3% of the respondents.

The frequency distribution of years of experience in education is presented in Table 14. Years of experience in education ranges from less than three years (7.7%) to 28 years or longer (34.6%). The frequency distribution for the number of years these middle grade level staff members have worked in their current school is presented in Table 15. This data represents a range from three staff members (11.5%) who have worked in their current school for between 13 and 19 years to seven staff members (26.9%) who have worked in their current school for between four and 12 years, and an additional seven staff members (26.9%) who have worked in their current school for less than three years. Years of service in their current school for both 20 to 27 years and 28- years or longer are recorded as each having four (15.4%) staff members.

Table 13

Employment Positions of Cluster 1 Schools Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrator	5	6.0	19.2	19.2
	Gr.5 Classroom	2	2.4	7.7	26.9
	Gr.6 Classroom	1	1.2	3.8	30.7
	Gr.7 Classroom	1	1.2	3.8	34.5
	Gr. 6/7/8 Classroom	2	2.4	7.7	42.2
	Gr.7/8 Classroom	2	2.4	7.7	49.9
	Gr.8 Classroom	1	1.2	3.8	53.7
	Special Subject Teacher	8	9.5	30.8	84.5
	Support Staff	4	4.8	15.3	100.0
	Total	26	31.0	100.0	
Missing	System	58	69.0		
Total		84	100.0		

Table 14

Years in Education—School Cluster 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3 years	2	2.4	7.7	7.7
	4-12 years	5	6.0	19.2	26.9
	13-19 years	4	4.8	15.4	42.3
	20-27 years	6	7.1	23.1	65.4
	28 years or longer	9	10.7	34.6	100.0
	Total	26	31.0	100.0	
Missing	System	58	69.0		
Total		84	100.0		

Table 15

Years in Current School—School Cluster 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Blank	1	1.2	3.8	3.8
	Less than 3 years	7	8.3	26.9	30.8
	4-12 years	7	8.3	26.9	30.8
	13-19 years	3	3.6	11.5	69.2
	20-27 years	4	4.8	15.4	84.6
	28 years or longer	4	4.8	15.4	100.0
	Total	26	31.0	100.0	
Missing	System	58	69.0		
Total		84	100.0		

Table 16 presents data for the highest levels of education achieved by school cluster 1 respondents. There are two (7.7%) respondents who hold a high school diploma. There are three (11.5%) respondents who hold a Bachelor's degree. There are two (7.7%) respondents who hold a Master's degree and an additional 13 (50.0%) who have competed between 15-45 credits beyond the Master's degree. Three respondents (11.5%) have received a Certificate of Advanced Graduate Studied (CAGS), and three respondents (11.5%) hold a Doctorate.

Table 16

Levels of Education—School Cluster 1

	Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	2	2.4	7.7	7.7
	Bachelors	3	3.6	11.5	19.2
	Masters	12	2.4	7.7	26.9
	Masters +15	2	2.4	7.7	34.6
	Masters +30	6	7.1	23.1	57.7
	Masters +45	5	6.0	19.2	76.9
	CAGS	3	3.6	11.5	88.5
	Doctorate	3	3.6	11.5	100.0
	Total	26	31.0	100.0	
Missing	System	58	69.0		
Total		84	100.0		

Tables E1-E36 (see Appendix E) give the school cluster 1 frequency distributions, percent, valid percent, cumulative percent, means, and standard deviations for the six involvement categories and 36 program and practices statements listed on the Participation Inventory. Tables H1-H27 (see Appendix H) show correlate and regression related information including bivariate correlations, variables entered/removed, model summary, and analysis of variance (ANOVA), data for each of the six school-family-community involvement categories and for the 36 strategies grouped by subcategories of

classroom strategies, grade cluster strategies, and school-wide strategies. Lastly, Table K1 (see Appendix K) provides the complete program and practices statements for each involvement category.

Parenting

Parenting data is presented in Tables E1-E6. Statements range from a low of 30% for statements P1 and P2 regarding workshops/informational events and surveying parents to determine needs, to a high of 73.1% on statement P4 regarding tips on how to help students with homework. Parenting statement P5 regarding information about developing home conditions that support school learning yielded the second highest selection percentage in this category at 61.5%.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PAREN02, PAREN04) = .405

Correlation (PAREN03, PAREN05) = .415

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the parenting category correlations.

Variables Entered/Removed

Table H1 confirms that parenting category strategies PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06, is .480.

R^2, 23% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06.

Adjusted R^2, 1.3% of the differences in the MCAS performance level scores can be predicted from PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06.

Standard Error of the Estimate, when using PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 3.5929 points.

ANOVA

The data suggests no significant amount of variability in MCAS performance level scores using PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 as predictors, $F(6,19) = .948$, $MSE = 12.909$, $p > .05$, Adjusted $R^2 = .013$.

MSE, when using PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 12.909 points^2.

Volunteering

Volunteering data is presented in Tables E7-E12. Statements range from a low of 19.2% for statement V5 regarding gathering information about community participation

to a high of 50% on statement V4 regarding offering volunteer opportunities for working and single parents.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, VOLUN04) = .447

Correlation (VOLUN02, VOLUN03) = .458

Correlation (VOLUN04, VOLUN06) = .463

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the volunteering category correlations.

Variables Entered/Removed

Table H4 confirms that volunteering category strategies VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 were input as predictors of academic outcomes in the performance levels of proficient and advanced.

Model Summary

R, The correlation between performance levels of proficient and advanced and the combination of VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 is .583.

R^2, 34% of the differences in the MCAS performance level scores, can be predicted from differences in VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06.

Adjusted R^2, 13.2% of the differences in the MCAS performance level scores, can be predicted from VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06.

Standard Error of the Estimate, when using VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 3.3271 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 as predictors, $F(6,19) = 1.631$, $MSE = 11.070$, $p > .05$, Adjusted $R^2 = .132$.

MSE, when using VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 11.070 points^2.

Communicating

Communicating data is presented in Tables E13-E18. Statements range from a low of 0% for statement C6 regarding the Rule of Seven to a high of 80.8% on statement C2 regarding the distribution of a curriculum packet to all families. Communicating statement C3 regarding teacher access to telephones to communicate with parents yielded the second highest selection percentage at 73.1%

Correlations

The following pairwise correlation is significant using an alpha of .05:

Correlation (COMMU02, COMMU04) = .418

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the communicating category correlations.

Variables Entered/Removed

Table H7 confirms that communicating category strategies COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV). COMMU06 was deleted from the analysis due to missing correlations.

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05, is .430.

R^2, 18.5% of the differences in the MCAS performance level scores, can be predicted from differences in COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05.

Adjusted R^2, 1.9% of the differences in the MCAS performance level scores, can be predicted from COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05.

Standard Error of the Estimate, when using COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 3.6044 points.

ANOVA

The data suggests no significant amount of variability in MCAS performance level scores using COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05 as predictors, $F(5,20) = .906$, MSE = 12.992, $p > .05$, Adjusted $R^2 = -.019$.

MSE, when using COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 12.992 points^2.

Learning at Home

Learning at home data is presented in Tables E19-E24. Statements range from a low of 23.1% for statement L1 regarding distribution of materials to parents to help monitor student progress to a high of 69.2% on statement L5 regarding school sponsored learning activities for the whole family.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, LEARN03) = .447

Correlation (PROFADV, LEARN05) = .457

Correlation (LEARN02, LEARN 03) = .389

Correlation (LEARN02, LEARN 04) = .456

Correlation (LEARN03, LEARN 04) = .463

Correlation (LEARN03, LEARN 06) = .389

Correlation (LEARN05, LEARN 06) = .402

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the learning at home category correlations.

Variables Entered/Removed

Table H10 confirms that Learning at Home category strategies LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06, is .727.

R^2, 52.9% of the differences in the MCAS performance level scores, can be predicted from differences in LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06.

Adjusted R^2, 38% of the differences in the MCAS performance level scores, can be predicted from LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06.

Standard Error of the Estimate, when using LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 2.8104 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 as predictors, $F(6,19) = .948$, $MSE = 7.899$, $p < .05$, Adjusted $R^2 = .380$.

MSE, when using LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 7.899 points^2.

Decision-Making

Decision-making data is presented in Tables E25-E30. Statements range from a low of 11.5% for statements D2 and D4 regarding the involvement of parents in planning

and evaluating programs and providing family members with training on decision making to a high of 80.8% on statement D5 regarding encouraging family members to become members of school-based committees. Decision-making statement D1 regarding family access to policies and procedures and statement D6 regarding scheduling meetings at a variety of times yielded the second and third highest selection percentages at 73.1% and 61.5%, respectively.

Correlations

The following pairwise correlation is significant using an alpha of .05:

Correlation (PROFADV, DECIS03) = .416*

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the decision-making category correlations.

Variables Entered/Removed

Table H13 confirms that decision-making category strategies DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06, is .666.

R^2, 44.3% of the differences in the MCAS performance level scores, can be predicted from differences in DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06.

Adjusted R^2, 26.7% of the differences in the MCAS performance level scores, can be predicted from DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06.

Standard Error of the Estimate, when using DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 3.0560 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 as predictors, $F(6,19) = 2.520$, $MSE = 9.339$, $p > .05$, Adjusted $R^2 = .267$.

MSE, when using DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 9.339 points[2].

Collaboration with the Community

Collaboration with the community data is presented in Tables E31-E36. Statement CC3 yielded the lowest selection percentage at 30.8%. The selection percentages for the remaining collaboration with community statements are very tightly clustered: Statements CC2 (partnerships with outside agencies), CC4 (meeting time devoted to partnership discussions), and CC5 (community involvement stated in the School Improvement Plan) each yielded a selection percentage of 65.4%. Statement CC1 (community members working in the classroom) yielded a selection percentage of 61.5%, and statement CC6 (community representatives serving on school committees) yielded a selection percentage of 50%.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (COLLA01, COLLA02) = .422

Correlation (COLLA02, COLLA04) = .490

Correlation (COLLA03, COLLA04) = .485

Correlation (COLLA03, COLLA05) = .485

Correlation (COLLA04, COLLA05) = .490

Correlation (COLLA04, COLLA06) = .404

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the collaboration with the community category correlations.

Variables Entered/Removed

Table H16 confirms that collaboration with the community category strategies COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 is .530.

R^2, 28.1% of the differences in the MCAS performance level scores, can be predicted from differences in COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06.

Adjusted R^2, 5.4% of the differences in the MCAS performance level scores, can be predicted from COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06.

Standard Error of the Estimate, when using COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 3.4727 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 as predictors, $F(6,19) = 1.237$, $MSE = 12.060$, $p > .05$, Adjusted $R^2 = .054$.

MSE, when using COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 12.060 points^2.

Classroom-based Strategies Across Involvement Categories

For the purposes of this study, classroom-based involvement strategies include statements PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01, and COLLA01. Complete statements can be found in Appendix K.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (VOLUN01, COLLA01) = .415

Correlation (COMMU01, LEARN01) = .455

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the classroom-based strategy correlations.

Variables Entered/Removed

Table H19 confirms that classroom-based category strategies PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01, is .704.

R^2, 49.5% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01.

Adjusted R^2, 33.6% of the differences in the MCAS performance level scores, can be predicted from PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01.

Standard Error of the Estimate, when using PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 2.9096 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 as predictors, $F(6,19) = 3.107$, $MSE = 8.466$, $p < .05$, Adjusted $R^2 = .336$.

MSE, when using PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 8.466 points[2].

Grade Cluster Strategies Across Involvement Categories

For the purposes of this study, grade cluster involvement strategies include statements PAREN02, PAREN03, VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03, COLLA02 and COLLA03. Complete statements can be found in Appendix K.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, LEARN03) = .447

Correlation (PAREN02, LEARN02) = .402

Correlation (PAREN03, COMMU02) = .452

Correlation (VOLUN02, VOLUN03) = .458

Correlation (LEARN02, LEARN03) = .389

Correlation (DECIS03, PROFADV) = .416

Correlation (DECIS03, PAREN03) = .461

Correlation (DECIS03, VOLUN02) = .409

Correlation (DECIS03, LEARN03) = .426

Correlation (COLLA02, VOLUN02) = .485

Correlation (COLLA02, VOLUN03) = .485

Correlation (COLLA02, COMMU03) = .470

Correlation (COLLA03, VOLUN02) = .458

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the grade cluster strategy correlations.

Variables Entered/Removed

Table H22 confirms that grade cluster category strategies PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03, is .754.

R^2, 56.9% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03.

Adjusted R^2, 17.1% of the differences in the MCAS performance level scores, can be predicted from PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03.

Standard Error of the Estimate, when using PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03, to predict MCAS performance level scores, those scores will be over/underestimated by an average of 3.2503 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN02, PAREN03, VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 as predictors, $F(12,13) = 1.430$, MSE = 10.565, $p > .05$, Adjusted $R^2 = .171$.

MSE, when using PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 10.565 points^2.

School-wide Strategies Across Involvement Categories

For the purposes of this study, classroom-based involvement strategies include, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 statements. Complete statements for theses strategies can be found in Appendix K.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, VOLUN04) = .447

Correlation (PAREN05, COMMU05) = .409

Correlation (PAREN06, VOLUN04) = .463

Correlation (VOLUN04, VOLUN06) = .463

Correlation (VOLUN06, COMMU04) = .456

Correlation (LEARN04, VOLUN04) = .463

Correlation (LEARN04, VOLUN06) = .393

Correlation (LEARN05, PROADV) = .457

Correlation (DECIS04, PAREN06) = .390

Correlation (DECIS04, VOLUN05) = .435

Correlation (DECIS04, VOLUN06) = .390

Correlation (DECIS05, PAREN05) = .417

Correlation (DECIS05, COMMU04) = .418

Correlation (COLLA04, COLLA05) = .422

Correlation (COLLA04, PAREN05) = .422

Correlation (COLLA04, PAREN04) = .404

Correlation (COLLA05, VOLUN04) = .404

Correlation (COLLA05, COMMU04) = .459

Correlation (COLLA06, COMMU04) = .389

Correlation (PAREN04, LEARN04) = .482

Correlation (LEARN04, COLLA04) = .462

Correlation (LEARN05, LEARN06) = .402

Correlation (LEARN06, DECIS05) = .418

Correlation (DECIS05, COLLA04) = .465

Correlation (COLLA06, LEARN04) = .463

Correlation (COLLA06, LEARN06) = .389

Correlation (COLLA06, DECIS05) = .488

Correlation (COLLA06, COLLA04) = .404

Correlation (LEARN04, COLLAB05) = .462

Correlation (LEARN05, COLLAB05) = .391

Correlation (DECIS06, COLLA05) = .422

Correlation (COLLA04, COLLA05) = .490

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the school-wide category correlations.

Variables Entered/Removed

Table H25 confirms that school-wide category strategies PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 is .885.

R^2, 78.3% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06.

Adjusted R^2, 32.3% of the differences in the MCAS performance level scores, can be predicted from PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06,

COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06.

Standard Error of the Estimate, when using PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 2.9381 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 as predictors, $F(17, 8) = 1.701$, MSE = 8.632, $p > .05$, Adjusted $R^2 = .323$.

MSE, when using PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 8.632 points^2.

School Cluster 1 Involvement Strategy Comparisons and Most Frequent Selections

Data from the Participation Inventory suggests that cluster 1 schools administrators and building staff have similar perceptions about types partnership program and practices used at the classroom level in their schools (Appendix L). Both groups of cluster 1 schools faculty identified most frequently the use of classroom-based

strategies related to the partnership categories of decision-making (73.1%) and collaboration with the community (61.5%). Use of classroom-based strategies related to the partnership categories of volunteering (46.2%), and communicating (42.3%) yielded a middle level frequency rate from both groups. The classroom-based strategy least frequently identified by both administrators and building staff was associated with the partnership category of learning at home (23.1%). Sixty percent (60%) of the building administrators and 23.8% in cluster 1 schools identified use of the classroom-based partnership strategy related to parenting. These numbers suggest that programs and practices connected to assisting families with parenting and child-rearing skills are perhaps more often coordinated by personnel other than teaching and support staff.

Data from the Participation Inventory suggests that cluster 1 schools administrators and building staff have differing perceptions about the types of partnership programs and practices used at the middle-grade cluster level in their schools (Appendix M). With the exception of grade-cluster strategies related to the partnership category of communicating (C2, C3), and one of the two stated decision-making strategies (D2), data for all other examples of partnership programs and practices yielded disparate frequency percentage rates between the groups of administrators and faculty respondents. Discounting the three strategies where data suggested similar perceptions about partnership use, remaining strategies identified by administrators (n=5) had a frequency range of between 2 and 5 (40%-100%), while the same group of strategies yielded a frequency range of between 2 and 12 (9.5%-57.1%) from building staff (n=21). The middle-grade-cluster based strategy least frequently identified by both administrators (20%) and building staff (9.5%) was D2: Our middle grade cluster involves families in

planning orientation programs for new families. At the other end of the spectrum, both groups of cluster 1 schools faculty identified most frequently use of communicating strategies related to ready access to telephones to communicate with parents during or after the school day (80.8%) and efforts to communicate with family members who are non-readers (73.1%).

Lastly, data suggests that cluster 1 schools administrators and building staff have similar perceptions about use of seven out of the 18 school-wide partnership strategies stated on the Partnership Inventory (Appendix N). The school-wide partnership programs and practices least frequently identified by both administrators and building staff were associated with a communicating strategy related to use of the Rule of Seven (0%), followed by a decision-making strategy related to providing family members with training on how to become co-decision makers (11.5%). Both groups of cluster 1 schools faculty identified most frequently use of the decision-making strategy related to encouraging parents to become active participants on the school council and other building-based committees (80.8%). Parenting strategy P4, providing families with tips on how to help students with homework, yielded the second strongest frequency (73.1%) related to school-wide programs and practices.

In summary, Table 17 provides an overview of involvement strategies highly selected by cluster 1 schools faculty as recorded on the Participation Inventory instrument. A mean of 0.60 or greater indicates that the strategy presented in the involvement statement was highly selected as a program or practice that closely applied to one used in the respondent's school and/or grade level cluster and or school. The data

suggests that cluster 1 schools most frequently engage in the following types of involvement programs and practices:

Table 17

Involvement Strategies Highly Selected by Cluster 1 Schools Faculty

	Involvement Strategy	X	*SD*
P4	Our school provides families with tips on how to help students with homework.	.73	.45
P5	Our school provides families with information about developing home conditions that support school learning.	.62	.50
C2	Our middle grade cluster distributes a grade-level curriculum packet / policies / expectations to all families.	.81	.40
C3	Our middle grade cluster teachers have ready access to telephones to communicate with parents during or after the school day.	.73	.45
L5	Our school offers learning activities and events for the whole family.	.69	.47
D1	Family members have easy access to my classroom policies and procedures.	.73	.45
D5	Our school encourages parents to become active participants on the school council and other building-based committees.	.81	.40
D6	Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.	.62	.50
CC1	Community members/organizations share their knowledge, and skills with my students.	.62	.50

CC2	Our middle grade classes have formed partnerships with outside agencies, businesses or institutions of higher education as a way of enhancing student learning.	.65	.49
CC4	Middle grade cluster meeting time is devoted to discussing ways to improve/increase parent and community involvement.	.65	.49
CC5	Community involvement is specified in the school improvement plan.	.65	.49

School Cluster II

Middle grade level programs included in school cluster 2 have been identified as having between 26-50% of their grade 8 students with MCAS performance level ratings of proficient or advanced (Table 18). The percentage represents a three year combined average for english language arts and mathematics MCAS assessments administered in 1998, 1999, and 2000.

The range of student performance at proficient/advanced in school cluster 2 was from 28.16% to 42.50%. The mean and median for these percentages were 37.16 and 40.83, respectively, and the standard deviation was 7.84 (Table 19).

Table 18

MCAS Ranking of Cluster 2 Schools

School	Scaled Scores	Rank by Scaled Scores	% Passing	Rank by % Passing	% Proficient/Advanced	Rank by Pro/Adv
H	217.66	11	64.83	8	28.16	8
G	231.49	6	71.33	7	40.83	7
E	233.66	4	78.5	5	42.5	6

Table 19

Proficient/Advanced Frequency Table for Cluster 2 Schools

	Average % of Students Scoring Pro/Adv	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28.16	1	33.3	33.3	33.3
	40.83	1	33.3	33.3	66.7
	42.50	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

Note. $X_M = 37.16$, $SD = 7.84$, $Md = 40.83$

School cluster 2 includes 21 middle grade level faculty members. Three (14.3%) of the respondents are male and 18 (85.7%) are female. The employment positions of the participants are presented in a frequency distribution (Table 20). Building administrators represent 9.5% of the respondents. Classroom teachers with both single and multi-graded responsibilities represent 47.7% of the respondents. Special subject teachers represent 23.8% of the respondents, and learning disabilities, library media and family liaison staff represent 19.0% of the respondents.

The frequency distribution of years for experience in education is presented in Table 21. Years of experience in education ranges from 20 to 27 years (14.3%) to 28 years or longer (52.4%). An additional 28.6% of the respondents each have between four and 12 years of experience in education. The frequency distribution for the number of years these middle grade level staff members have worked in their current school is presented in Table 22. This data represents a range from three staff members (14.3%)

who have worked in their current school for between 13 and 19 years to eight staff members (38.1%) who have worked in their current school for 28 years or longer. Four respondents (19%) have worked in their current school(s) for less than three years, and the remaining six school cluster 1 staff members (28.6%) are recorded as having worked in their current school for between four and 12 years.

Table 20

Employment Positions of Cluster 2 Schools Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrator	2	2.9	9.5	9.5
	Gr.5 Classroom	1	1.4	4.8	14.3
	Gr.6 Classroom	1	1.4	4.8	19.1
	Gr. 5/6	1	1.4	4.8	23.9
	Gr.7 Classroom	2	2.9	9.5	33.4
	Gr.7/8 Classroom	1	1.4	4.8	38.2
	Gr.8 Classroom	4	5.8	19.0	57.2
	Special Subject Teacher	5	7.2	23.8	81.0
	Support Staff	4	5.8	19.0	100.0
	Total	21	30.4	100.0	
Missing	System	48	69.6		
Total		69	100.0		

Table 21

Years in Education—School Cluster 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Blank	1	1.4	4.8	4.8
	4-12 years	6	8.7	28.6	33.3
	20-27 years	3	4.3	14.3	47.7
	28 years or longer	11	15.9	52.4	100.0
	Total	21	30.4	100.0	
Missing	System	48	69.6		
Total		69	100.0		

Table 22

Years in Current School—School Cluster 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3 years	4	5.8	19.0	19.0
	4-12 years	6	8.7	28.6	47.6
	13-19 years	3	4.3	14.3	61.9
	28 years or longer	8	11.6	38.1	100.0
	Total	21	30.4	100.0	
Missing	System	48	69.6		
Total		69	100.0		

Table 23 presents data for the highest levels of education achieved by school cluster 2 respondents. There are four (19.0%) respondents who hold a Bachelor's degree. There are three (14.3%) respondents who hold a Master's degree and an additional 10 (47.6%) who have competed between 15-45 credits beyond the Master's degree. Two respondents (9.5%) have received a Certificate of Advanced Graduate Studied (CAGS), and one respondents (4.8%) holds a Doctorate.

Table 23

Levels of Education—School Cluster 2

	Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Blank	1	1.4	4.8	4.8
	Bachelor's	4	5.8	19.0	23.8
	Master's	3	4.3	14.3	38.1
	Master's +15	2	2.9	9.5	47.6
	Master's +30	3	4.3	14.3	61.9
	Master's +45	5	7.2	23.8	85.7
	CAGS	2	2.9	9.5	95.2
	Doctorate	1	1.4	4.8	100.0
	Total	21	30.4	100.0	
Missing	System	48	69.6		
Total		69	100.0		

Tables F1-F36 (Appendix F) give the School Cluster 2 frequency distributions, percent, valid percent, cumulative percent, means, and standard deviations for the six involvement categories and 36 program and practices statements listed on the Participation Inventory. Tables I1-I27 (Appendix I) show correlate and regression related information, including bivariate correlations, variables entered/removed, model summary, and ANOVA data for each of the six school-family-community involvement categories and for the 36 strategies grouped by subcategories of classroom strategies,

grade cluster strategies, and school-wide strategies. Lastly, Table 17 provides the complete program and practices statements for each involvement category.

Parenting

Parenting data is presented in Tables F1-F6. Statements range from a low of 9.5% for statement P6 regarding workshops offered in different languages to a high of 76.2% on statement P4 regarding tips on how to help students with homework. Parenting statement P5 regarding information about developing home conditions that support school learning yielded the second highest selection percentage in this category at 52.4%.

Correlations

The following pairwise correlation is significant using an alpha of .05:

Correlation (PROFADV, PAREN05) = .508

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the parenting category correlations.

Variables Entered/Removed

Table I1 confirms that parenting category strategies PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06, is .585.

R^2, 34.2% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06.

Adjusted R^2, 6.1% of the differences in the MCAS performance level scores, can be predicted from PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06.

Standard Error of the Estimate, when using PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 6.1244 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 as predictors, $F(6,14) = 1.215$, MSE = 37.509, $p > .05$, Adjusted $R^2 = .061$.

MSE, when using PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 37.509 points^2.

Volunteering

Volunteering data is presented in Tables F7-F12. Statements range from a low of 38.1% for statements V4 and V5 regarding opportunities for working/single parents and gathering information about community participation to a high of 76.2% on statement V1 regarding encouraging family and/or community members to volunteer in the classroom.

Correlations

The following pairwise correlation is significant using an alpha of .05:

Correlation (VOLUN03, VOLUN04) = .510

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the volunteering category correlations.

Variables Entered/Removed

Table I4 confirms that volunteering category strategies VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 were input as predictors of academic outcomes in the performance levels of proficient and advanced.

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 is .466.

R^2, 21.7% of the differences in the MCAS performance level scores, can be predicted from differences in VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06.

Adjusted R^2, 11.9% of the differences in the MCAS performance level scores, can be predicted from VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06.

Standard Error of the Estimate, when using VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 6.6844 points.

ANOVA

The data suggests no significant amount of variability in MCAS performance level scores using VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 as predictors, $F(6,14) = .646$, $MSE = 44.681$, $p > .05$, Adjusted $R^2 = -.119$.

MSE, when using VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 44.681 points[2].

Communicating

Communicating data is presented in Tables F13-F18. Statements range from a low of 0% for statement C6 regarding the Rule of Seven to a high of 81% on statement C2 regarding the distribution of a curriculum packet to all families. Communicating statement C3 regarding teacher access to telephones to communicate with parents yielded the second highest selection percentage at 61.9%.

Correlations

Within the cluster 2 schools' involvement category of communication, no pairwise correlations are significant using an alpha of .05.

The significance/absence of significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the communicating category correlations.

Variables Entered/Removed

Table I7 confirms that communicating category strategies COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV). Strategy COMMU06 was deleted from the analysis due to missing correlations.

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05 is .811.

R^2, 65.7% of the differences in the MCAS performance level scores, can be predicted from differences in COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05.

Adjusted R^2, 54.3% of the differences in the MCAS performance level scores, can be predicted from COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05.

Standard Error of the Estimate, when using COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 4.2726 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05 as predictors, $F(5,15) = .5.750$, $MSE = 18.255$, $p < .05$, Adjusted $R^2 = -.543$.

MSE, when using COMMU01, COMMU02, COMMU03, COMMU04, and COMMU05 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 18.255 points^2.

Learning at Home

Learning at home data is presented in Tables F19-F24. Statements range from a low of 38.1% for statements L1, L3, and L6 regarding distribution of materials to parents to help monitor student progress; linking families with community resources that promote

learning; and including families and community members in the development of learning activities beyond the school walls, to a high of 81% on statement L5 regarding school sponsored learning activities for the whole family.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, LEARN05) = .434

Correlation (LEARN02, LEARN 04) = .452

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the learning at home category correlations.

Variables Entered/Removed

Table I10 confirms that learning at home category strategies LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 were input as predictors of academic outcomes in the performance levels of proficient and advanced(PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 is .638.

R^2, 40.7% of the differences in the MCAS performance level scores, can be predicted from differences in LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06.

Adjusted R^2, 15.3% of the differences in the MCAS performance level scores, can be predicted from LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06.

Standard Error of the Estimate, when using LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 5.8143 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 as predictors, $F(6,14) = 1.604$, MSE = 33.807, $p < .05$, Adjusted $R^2 = .153$.

MSE, when using LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 33.807 points^2.

Decision-Making

Decision-making data is presented in Tables F25-F30. Statements range from a low of 9.5% for statement D4 regarding opportunities for family members to participate in training on how to be co-decision makers to a high of 90.5% on statement D5 regarding encouraging family members to become members of school-based committees. Decision-making statement D1 regarding family access to policies and procedures and statement D6 regarding scheduling meetings at a variety of times yielded the second and third highest selection percentages at 81% and 76.2%, respectively.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, DECIS05) = .457

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the decision-making category correlations.

Variables Entered/Removed

Table I13 confirms that decision-making category strategies DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06, is .685.

R^2, 46.9% of the differences in the MCAS performance level scores, can be predicted from differences in DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06.

Adjusted R^2, 24.2% of the differences in the MCAS performance level scores, can be predicted from DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06.

Standard Error of the Estimate, when using DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 5.5032 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 as predictors, $F(6,14) = 2.062$, $MSE = 30.285$, $p > .05$, Adjusted $R^2 = .242$.

MSE, when using DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 30.285 points^2.

Collaboration with the Community

Collaboration with the community data is presented in Tables F31-F36. Statements CC3 (community service opportunities for students), CC4 (meeting time devoted to partnership discussions), and CC6 (community representation on subcommittees) yielded the lowest selection percentage at 38.1%. Statement CC1 (community members working in the classroom) yielded the highest selection percentage at 76.2%. The selection percentages for the remaining collaboration with community statements CC2 (partnerships with outside agencies) and CC5 (community involvement stated in the School Improvement Plan) each yielded a selection percentage of 57.1%.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (COLLA01, COLLA06) = .439

Correlation (COLLA04, COLLA05) = .481

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the collaboration with the community category correlations.

Variables Entered/Removed

Table I16 confirms that collaboration with the community category strategies COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06, is .510.

R^2, 26% of the differences in the MCAS performance level scores, can be predicted from differences in COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06.

Adjusted R^2, 5.6% of the differences in the MCAS performance level scores, can be predicted from COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06.

Standard Error of the Estimate, when using COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 6.4950 points.

ANOVA

The data suggests no significant amount of variability in MCAS performance level scores using COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 as predictors, $F(6,14) = .822$, $MSE = 42.186$, $p > .05$, Adjusted $R^2 = -.056$.

MSE, when using COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 42.186 points^2.

Classroom-based Strategies Across Involvement Categories

For the purposes of this study, classroom-based involvement strategies include PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01, and COLLA01. Complete statements for these strategies can be found in Appendix K.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (VOLUN01, COLLA01) = .475

Correlation (COMMU01, LEARN01) = .481

Correlation (LEARN01, COLLA01) = .439

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the classroom-based strategy correlations.

Variables Entered/Removed

Table I19 confirms that classroom-based category strategies PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01, is .558.

R^2, 31.2% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01.

Adjusted R^2, 1.7% of the differences in the MCAS performance level scores, can be predicted from PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01.

Standard Error of the Estimate, when using PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 6.2661 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 as predictors, $F(6,14) = 1.057$, MSE = 39.264, $p > .05$, Adjusted $R^2 = .017$.

MSE, when using PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 39.264 points^2.

Grade Cluster Strategies Across Involvement Categories

For the purposes of this study, grade cluster involvement strategies include PAREN02, PAREN03, VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03, COLLA02 and COLLA03. Complete statements for these strategies can be found in Appendix K.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PAREN02, VOLUN02) = .472

Correlation (PAREN03, VOLUN03) = .510

Correlation (COMMU02, LEARN02) = .499

Correlation (DECIS02, VOLUN02) = .462

Correlation (COLLA02, VOLUN02) = .523

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the grade cluster strategy correlations.

Variables Entered/Removed

Table I22 confirms that grade cluster category strategies PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03, is .848.

R^2, 71.9% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03.

Adjusted R^2, 29.7% of the differences in the MCAS performance level scores, can be predicted from PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03.

Standard Error of the Estimate, when using PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 5.2976 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 as predictors, $F(12,8) = 1.705$, MSE = 28.065, $p > .05$, Adjusted $R^2 = .297$.

MSE, when using PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 28.065 points^2.

School-wide Strategies Across Involvement Categories

For the purposes of this study, classroom-based involvement strategies include PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 statements. Complete statements for these categories can be found in Appendix K.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, PAREN05) = .508

Correlation (PAREN04, VOLUN05) = .439

Correlation (LEARN05, PROADV) = .434

Correlation (LEARN06, PAREN04) = .439

Correlation (DECIS05, PROFADV) = .457

Correlation (DECIS06, PAREN04) = .475

Correlation (DECIS06, VOLUN05) = .439

Correlation (LEARN06, DECIS06) = .439

Correlation (COLLA06, DECIS06) = .439

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the school-wide category correlations.

Variables Entered/Removed

Table I25 confirms that school-wide category strategies PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06, is .988.

R^2, 97.6% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06.

Adjusted R^2, 84.1% of the differences in the MCAS performance level scores, can be predicted from PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05,

VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06.

Standard Error of the Estimate, when using PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 2.5197 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 as predictors, $F(17, 3) = 7.223$, MSE = 6.349, $p > .05$, Adjusted $R^2 = .841$.

MSE, when using PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 6.349 points[2].

School Cluster 2 Involvement Strategy Comparisons and Most Frequent Selections

Data from the Participation Inventory suggests that cluster 2 schools administrators and building staff have similar perceptions about three of the six stated partnership programs and practices used at the classroom level in their schools (Appendix O). Both groups of cluster 2 schools faculty identified most frequently use of classroom-

based strategies related to the partnership categories of: Decision-making (85.7%), volunteering (76.1%), and collaboration with the community (76.1%). While both administrators and faculty identified communicating strategy C1 as a an involvement technique used in their schools, only 57.8% of the teaching and support staff identified strategy C1 as one used in their classroom. The classroom-based strategies least frequently identified by both administrators and building staff were associated with the partnership categories of parenting (19%) and learning at home (42.8%). These numbers suggest that cluster 2 schools programs and practices associated with assisting families with parenting and child-rearing skills are frequently linked with family and/or community members interacting directly with students and staff in a classroom setting.

Data from the Participation Inventory suggests that cluster 2 schools administrators and building staff have differing perceptions about the types of partnership programs and practices used at the middle-grade cluster level in their schools (Appendix P). With the exception of grade-cluster strategies related to the partnership category of communicating (C2, C3), and one of the two stated learning at home strategies (L2), data for all other examples of partnership programs and practices yielded disparate frequency percentage rates between the groups of administrators and faculty respondents. Discounting the three strategies where data suggested similar perceptions about partnership use, remaining strategies identified by administrators (n=2) had a frequency range of between 0 and 2 (0%-100%); while the same group of strategies yielded a frequency range of between 2 and 9 (10.5%-47.3%) from building staff (n=19). The middle-grade-cluster-based strategies least frequently identified by both administrators and building staff were P2: Our middle grade cluster surveys parents to determine their

needs and works to link parents with community resources (23.8%); D2: Our middle grade cluster involves families in planning and evaluating activities and programs (19%); and D3: Our middle grade cluster involves families in planning orientation programs for new families (23.8%). At the other end of the spectrum, both groups of cluster 2 schools faculty identified most frequently use of communicating strategies related to distribution of grade-level packet, inclusive of policies and expectations, to all families (85.7%) and ready access to telephones to communicate with parents during or after the school day (66.6%). In addition, learning at home strategy L2 related to clearly articulated goals and activities that keep families informed about children's homework also yielded a high identification percentage at 80.9%

Lastly, data suggests that cluster 2 schools administrators and building staff have varying perceptions about use of the 18 school-wide partnership strategies stated on the Partnership Inventory (Appendix Q). The school-wide partnership programs and practices least frequently identified by both administrators and building staff were associated with a communicating strategy related to use of the Rule of Seven (0%), followed by a parenting strategy related to providing workshops in different languages (9.5%). Both groups of cluster 2 schools faculty identified most frequently use of the decision-making strategy related to encouraging parents to become active participants on the school council and other building-based committees (85.7%). Learning at home strategy L5 (offering learning activities and events for the whole family) yielded the second strongest frequency (80.9%) related to school-wide programs and practices. Parenting strategy P4 (providing families with tips on how to help students with homework) and decision-

making strategy D6 (scheduling committee meetings at a variety of times) followed closely behind, each yielding frequency rates of 76.1%.

In summary, Table 24 provides an overview of involvement strategies highly selected by cluster 2 schools faculty as recorded on the Participation Inventory instrument. A mean of .60 or greater indicates that the strategy presented in the involvement statement was highly selected as a program or practice that closely applied to one used in the respondent's school and/or grade level cluster and or school. The data suggests that cluster 2 schools most frequently engage in the following types of involvement programs and practices:

Table 24

Involvement Strategies Highly Selected by Cluster 2 Schools Faculty

	Involvement Strategy	X	*SD*
P4	Our school provides families with tips on how to help students with homework.	.76	.44
V1	Family and/or community members are encouraged to volunteer in my classroom.	.76	.44
V6	Volunteers are recognized for their contributions to our school.	.67	.48
C2	Our middle grade cluster distributes a grade-level curriculum packet/policies/expectations to all families.	.81	.40
C3	Our middle grade cluster teachers have ready access to telephones to communicate with parents during or after the school day.	.62	.50

L2	Our middle grade cluster has clearly articulated goals and activities that keep families informed about their children's homework.	.71	.46
L5	Our school offers learning activities and events for the whole family.	.81	.40
D1	Family members have easy access to my classroom policies and procedures.	.81	.40
D5	Our school encourages parents to become active participants on the school council and other building-based committees.	.90	.30
D6	Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.	.76	.44
CC1	Community members/organizations share their knowledge, and skills with my students.	.76	.44

School Cluster 3

Middle grade level programs included in school cluster 3 have been identified as having between 51-75% of their grade 8 students with MCAS performance level ratings of proficient or advanced (Table 25). The percentage represents a three year combined average for English/Language Arts and Mathematics MCAS assessments administered in 1998, 1999, and 2000.

The range of student performance at Proficient/Advanced in school cluster 3 was from 51.16 to 60.33 percent. The mean and median for these percentages was 56.16 and 56.66 respectively and the standard deviation is 4.32 (Table 26).

Table 25

MCAS Ranking for Cluster 3 Schools

School	Scaled Scores	Rank by Scaled Scores	% Passing	Rank by % Passing	% Proficient/Advanced	Rank by Pro/Adv
D	235.66	3	81	4	51.16	5
F	230.5	7	73.83	6	52.33	4
B	237.83	2	83.16	2	56.66	3
A	239.49	1	85	1	60.33	1 (1of2)
C	231.83	5	81.66	3	60.33	1 (2of2)

Table 26

Proficient/Advanced Frequency Table for Cluster 3 Schools

	Average % of Students Scoring Pro/Adv	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.16	1	20.0	20.0	20.0
	52.33	1	20.0	20.0	40.0
	56.66	1	20.0	20.0	60.0
	60.33	2	40.0	40.0	100
	Total	5	100.0	100.0	

Note. $X_M = 56.16$, $SD = 4.32$, $Md = 56.66$

School cluster 3 includes 23 middle grade level faculty members. Five (21.7%) of the respondents are male and 18 (78.3%) are female. The employment positions of the participants are presented in a frequency distribution (Table 27). Building administrators represent 21.7% of the respondents. Classroom teachers with both single and multi-graded responsibilities represent 47.6% of the respondents. Special subject teachers represent 13% of the respondents, and inclusion specialists and family liaison staff represent 19.0% of the respondents.

The frequency distribution of years for experience in education is presented in Table 28. Years of experience in education ranges from 20 to 27 years (13%) to 28 years or longer (34.8%). Faculty categories with both four to 12 years of experience and 13 to 19 years of experience each yielded percentage totals of 26.1%. There are no school cluster 3 respondents with less than three years of experience in education. The frequency distribution for the number of years these middle grade level staff members have worked in their current school is presented in Table 29. This data represents a range from 13% who have worked in their current school for between 20 and 27 years and 13% who have worked in their current school for 28 years or longer to 30.4% who have been employed at their current school for between four and 12 years. The remaining school cluster 3 respondents (26.1%) are recorded as having worked in their current school for less than three years.

Table 27

Employment Positions for Cluster 3 Schools Faculty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administrator	5	5.2	21.7	21.7
	Gr.5 Classroom	1	1.0	4.3	26.0
	Gr.6 Classroom	1	1.0	4.3	30.3
	Gr. 5/6 Classroom	1	1.0	4.3	34.6
	Gr. 6/7 Classroom	1	1.0	4.3	38.9
	Gr.7/8 Classroom	6	6.3	26.1	65.0
	Gr.8 Classroom	1	1.0	4.3	69.3
	Special Subject Teacher	3	3.1	13.0	82.3
	Support Staff	4	4.2	17.4	100.0
	Total	23	24.0	100.0	
Missing	System	73	76.0		
Total		96	100.0		

Table 28

Years in Education for School Cluster 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4-12 years	6	6.3	26.1	26.1
	13-19 years	6	6.3	26.1	52.2
	20-27 years	3	3.1	13.0	65.2
	28 years or longer	8	8.3	34.8	100.0
	Total	23	24.0	100.0	
Missing	System	73	76.0		
Total		96	100.0		

Table 29

Years in Current School for School Cluster 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 3 years	4	6.3	26.1	26.1
	4-12 years	7	7.3	30.4	56.5
	13-19 years	4	4.2	17.4	73.9
	20-27 years	3	3.1	13.0	87.0
	28 years or longer	3	3.1	13.0	100.0
	Total	23	24.0	100.0	
Missing	System	73	76.0		
Total		96	100.0		

Table 30 presents data for the highest levels of education achieved by school cluster 3 respondents. There are two (8.7%) respondents who hold a high school diploma or its equivalent. There is one (4.3%) respondent who holds a Bachelor's degree. There are seven (30.4%) respondents who hold a Master's degree, an additional nine (39.1%) who have competed between 15-45 credits beyond the Master's degree, and four respondents (17.4%) hold a Doctorate.

Table 30

Levels of Education for School Cluster 3

	Level of Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	2	2.1	8.7	8.7
	Bachelors	1	1.0	4.3	13.0
	Masters	7	7.3	30.4	43.5
	Masters +15	1	1.0	4.3	47.8
	Masters +30	2	2.1	8.7	56.5
	Masters +45	6	6.3	26.1	82.6
	Doctorate	4	4.2	17.4	100.0
	Total	23	24.0	100.0	
Missing	System	73	76.0		
Total		96	100.0		

Tables G1-G36 (Appendix G) give the School Cluster 3 frequency distributions, percent, valid percent, cumulative percent, means, and standard deviations for the six involvement categories and 36 program and practices statements listed on the Participation Inventory. Tables J1-J27 (Appendix J) show correlate and regression related information, including bivariate correlations, variables entered/removed, model summary, and ANOVA data for each of the six school-family-community involvement categories and for the 36 strategies grouped by subcategories of classroom strategies,

grade cluster strategies, and school-wide strategies. Lastly, as stated previously, Table K1 provides the complete program and practices statements for each involvement category.

Parenting

Parenting data is presented in Tables G1-G6. Statements range from a low of 8.7% for statement P2 regarding surveying parents to determine needs and links to outside resources to a high of 73.9% on statement P4 regarding tips on how to help students with homework. Parenting statement P5 regarding information about developing home conditions that support school learning yielded the second highest selection percentage in this category at 52.2%.

Correlations

The following pairwise correlation is significant using an alpha of .05:

Correlation (PAREN01, PAREN02) = .519

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the parenting category correlations.

Variables Entered/Removed

Table J1 confirms that parenting category strategies PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06, is .319.

R^2, 10.2% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06.

Adjusted R^2, 23.5% of the differences in the MCAS performance level scores, can be predicted from PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06.

Standard Error of the Estimate, when using PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 4.8190 points.

ANOVA

The data suggests no significant amount of variability in MCAS performance level scores using PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 as predictors, $F(6,16) = .303$, $MSE = 33.222$, $p > .05$, Adjusted $R^2 = -.235$.

MSE, when using PAREN01, PAREN02, PAREN03, PAREN04, PAREN05 and PAREN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 23.222 points^2.

Volunteering

Volunteering data is presented in Tables G7-G12. Statements range from a low of 26.1% for statement V5 regarding gathering information about community participation to a high of 82.6% on statement V2 regarding asking family members about interests, talents, and availability to volunteer in the school.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, VOLUN03) = -.475

Correlation (VOLUN01, VOLUN02) = .444

Correlation (VOLUN02, VOLUN03) = .511

Correlation (VOLUN02, VOLUN04) = .444

Correlation (VOLUN03, VOLUN06) = .422

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the volunteering category correlations.

Variables Entered/Removed

Table J4 confirms that volunteering category strategies VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 were input as predictors of academic outcomes in the performance levels of proficient and advanced.

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06, is .663.

R^2, 44% of the differences in the MCAS performance level scores, can be predicted from differences in VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06.

Adjusted R^2, 23% of the differences in the MCAS performance level scores, can be predicted from VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06.

Standard Error of the Estimate, when using VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 3.8048 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 as predictors, $F(6,16) = 2.097$, MSE = 14.477, $p > .05$, Adjusted $R^2 = .230$

MSE, when using VOLUN01, VOLUN02, VOLUN03, VOLUN04, VOLUN05 and VOLUN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 14.477 points[2].

Communicating

Communicating data is presented in Tables G13-G18. Statements range from a low of 4.3% for statement C6 regarding the Rule of Seven to a high of 91.3% on statement C2 regarding the distribution of a curriculum packet to all families. Communicating statement C3 regarding teacher access to telephones to communicate with parents yielded the second highest selection percentage at 56.5%.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (COMMU01, COMMU05) = .422

Correlation (COMMU03, COMMU04) = .415

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the communicating category correlations.

Variables Entered/Removed

Table J7 confirms that communicating category strategies COMMU01, COMMU02, COMMU03, COMMU04, COMMU05, and COMMU06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of COMMU01, COMMU02, COMMU03, COMMU04, COMMU05, and COMMU06, is .844.

R^2, 71.3% of the differences in the MCAS performance level scores, can be predicted from differences in COMMU01, COMMU02, COMMU03, COMMU04, COMMU05, and COMMU06.

Adjusted R^2, 60.5% of the differences in the MCAS performance level scores can be predicted from COMMU01, COMMU02, COMMU03, COMMU04, COMMU05, and COMMU06.

Standard Error of the Estimate, when using COMMU01, COMMU02, COMMU03, COMMU04, COMMU05, and COMMU06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 2.7260 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using COMMU01, COMMU02, COMMU03, COMMU04, COMMU05, and COMMU06 as predictors, $F(6, 16) = 6.613$, $MSE = 7.413$, $p < .05$, Adjusted $R^2 = -.605$.

MSE, when using COMMU01, COMMU02, COMMU03, COMMU04, COMMU05, and COMMU06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 7.431 points[2].

Learning at Home

Learning at home data is presented in Tables G19-G24. Statements range from a low of 47.8% for statement L6 regarding inclusion of families and community members in the development of learning activities beyond the school walls to a high of 69.6% on statement L3 regarding linking families with community resources that promote learning.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, LEARN02) = -.511

Correlation (LEARN01, LEARN 02) = .524

Correlation (LEARN03, LEARN04) = .502

Correlation (LEARN05, LEARN03) = .509

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the learning at home category correlations.

Variables Entered/Removed

Table J10 confirms that learning at home category strategies LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 were input as predictors of academic outcomes in the performance levels of proficient and advanced(PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06, is .665.

R^2, 44.2% of the differences in the MCAS performance level scores, can be predicted from differences in LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06.

Adjusted R^2, 23.2% of the differences in the MCAS performance level scores, can be predicted from LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06.

Standard Error of the Estimate, when using LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 3.7996 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 as predictors, $F(6,16) = 2.110$, $MSE = 14.437$, $p > .05$, Adjusted $R^2 = .232$.

MSE, when using LEARN01, LEARN02, LEARN03, LEARN04, LEARN05 and LEARN06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 14.437 points^2.

Decision-Making

Decision-making data is presented in Tables G25-G30. Statements range from a low of 8.4% for statement D4 regarding opportunities for family members to participate in training on how to be co-decision makers to a high of 82.6% on statement D5

regarding encouraging family members to become members of school-based committees. Decision-making statement D6 regarding scheduling meetings at a variety of times yielded the second highest selection percentages at 69.6%.

Correlations

Within the cluster 3 schools involvement category of decision-making, no pairwise correlations are significant using an alpha of .05.

The significance/absence of significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the decision-making category correlations.

Variables Entered/Removed

Table J13 confirms that decision-making category strategies DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06, is .676.

R^2, 45.7% of the differences in the MCAS performance level scores can be predicted from differences in DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06.

Adjusted R^2, 25.4% of the differences in the MCAS performance level scores, can be predicted from DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06.

Standard Error of the Estimate, when using DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 3.7467 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 as predictors, $F(6,16) = 2.246$, $MSE = 14.038$, $p > .05$, Adjusted $R^2 = .254$.

MSE, when using DECIS01, DECIS02, DECIS03, DECIS04, DECIS05 and DECIS06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 14.038 points^2.

Collaboration with the Community

Collaboration with the community data is presented in Tables G31-G36. Statements CC3 (community service opportunities for students), CC4 (meeting time devoted to partnership discussions), and CC6 (community representation on subcommittees) yielded the lowest selection percentage at 43.5%. Statement CC2 (partnerships with outside agencies) yielded the highest selection percentage at 73.9%.

Correlations

The following pairwise correlation is significant using an alpha of .05:

Correlation (COLLA01, COLLA06) = .502

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the collaboration with the community category correlations.

Variables Entered/Removed

Table J16 confirms that collaboration with the community category strategies COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06, is .514.

R^2, 26.4% of the differences in the MCAS performance level scores, can be predicted from differences in COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06.

Adjusted R^2, 1.2% of the differences in the MCAS performance level scores, can be predicted from COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06.

Standard Error of the Estimate, when using COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 4.3634 points.

ANOVA

The data suggests no significant amount of variability in MCAS performance level scores using COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 as predictors, $F(6,16) = .955$, $MSE = 19.039$, $p > .05$, Adjusted $R^2 = -.012$.

MSE, when using COLLA01, COLLA02, COLLA03, COLLA04, COLLA05 and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 19.039 points[2].

Classroom-based Strategies Across Involvement Categories

For the purposes of this study, classroom-based involvement strategies include PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01, and COLLA01. Complete statements for these strategies can be found in Appendix K.

Correlations

Within the cluster 3 schools involvement strategies that have been identified as classroom-based, no pairwise correlations are significant using an alpha of .05.

The significance/absence of significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the classroom-based strategy correlations.

Variables Entered/Removed

Table J19 confirms that classroom-based category strategies PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01, is .553.

R^2, 30.5% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01.

Adjusted R^2, 4.5% of the differences in the MCAS performance level scores, can be predicted from PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01.

Standard Error of the Estimate, when using PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 4.2381 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 as predictors, $F(6,16) = 1.173$, MSE = 17.961, $p > .05$, Adjusted $R^2 = .045$.

MSE, when using PAREN01, VOLUN01, COMMU01, LEARN01, DECIS01 and COLLA01 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 17.961 points^2.

Grade Cluster Strategies Across Involvement Categories

For the purposes of this study, grade cluster involvement strategies include PAREN02, PAREN03, VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03, COLLA02 and COLLA03. Complete statements for these strategies can be found in Appendix K.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (PROFADV, VOLUN03) = -.475

Correlation (PROFADV, LEARN02) = -.511

Correlation (VOLUN02, VOLUN03) = .511

Correlation (VOLUN02, LEARN02) = .523

Correlation (VOLUN03, COMMU03) = .478

Correlation (COMMU02, LEARN03) = .467

Correlation (DECIS02, LEARN02) = .462

Correlation (COLLA03, LEARN02) = .415

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the grade cluster strategy correlations.

Variables Entered/Removed

Table J22 confirms that grade cluster category strategies PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03, is .970.

R^2, 94% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN02, PAREN03 VOLUN02, VOLUN03,

COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03, and COLLA02, COLLA03.

Adjusted R^2, 86.9% of the differences in the MCAS performance level scores, can be predicted from PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03.

Standard Error of the Estimate, when using PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 1.5699 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 as predictors, $F(12,10) = 13.157$, MSE = 2.465, $p < .05$, Adjusted $R^2 = .869$.

MSE, when using PAREN02, PAREN03 VOLUN02, VOLUN03, COMMU02, COMMU03, LEARN02, LEARN03, DECIS02, DECIS03 and COLLA02, COLLA03 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 2.465 points[2].

School-wide Strategies Across Involvement Strategies

For the purposes of this study, classroom-based involvement strategies include PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05,

DECIS06, COLLA04, COLLA05, and COLLA06 statements. Complete statements can be found in Appendix K.

Correlations

The following pairwise correlations are significant using an alpha of .05:

Correlation (LEARN04, VOLUN04) = .502

Correlation (LEARN04, COMMU04) = .489

Correlation (DECIS05, PAREN04) = .511

Correlation (DECIS05, PAREN05) = .479

Correlation (DECIS05, VOLUN06) = .479

Correlation (COLLA04, VOLUN05) = .478

Correlation (COLLA04, VOLUN06) = .489

Correlation (LEARN04, DECIS05) = .479

Correlation (LEARN04, COLLA04) = .489

Correlation (LEARN06, DECIS05) = .439

Correlation (COLLA05, DECIS06) = .509

Correlation (COLLA06, DECIS06) = .502

Correlation (LEARN05, COLLA05) = .425

The significance was determined by comparing the sig. (2-tailed) to an alpha of .05 for each of the school-wide category correlations.

Variables Entered/Removed

Table J25 confirms that school-wide category strategies PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04,

COLLA05, and COLLA06 were input as predictors of academic outcomes in the performance levels of proficient and advanced (PROFADV).

Model Summary

R, the correlation between performance levels of proficient and advanced and the combination of PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06, is .992.

R^2, 98.3% of the differences in the MCAS performance level scores, can be predicted from differences in PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06.

Adjusted R^2, 90.8% of the differences in the MCAS performance level scores, can be predicted from PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06.

Standard Error of the Estimate, when using PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 1.3172 points.

ANOVA

The data suggests a significant amount of variability in MCAS performance level scores using PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06,

COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 as predictors, $F(18, 4) = 13.027$, MSE = 1.735, $p < .05$, Adjusted $R^2 = .908$.

MSE, when using PAREN04, PAREN04, PAREN06, VOLUN04, VOLUN05, VOLUN06, COMMU04, COMMU05, COMMU06, LEARN04, LEARN05, LEARN06, DECIS04, DECIS05, DECIS06, COLLA04, COLLA05, and COLLA06 to predict MCAS performance level scores, those scores will be over/underestimated by an average of 1.735 points[2].

School Cluster 3 Involvement Strategy Comparisons and Most Frequent Selections

Data from the Participation Inventory suggests that cluster 3 schools administrators and building staff have similar perceptions about four of the six stated partnership program and practices used at the classroom level in their schools (Appendix R). Both groups of cluster 3 schools faculty identified most frequently use of classroom-based strategies related to the partnership categories of volunteering (73.9%) and collaboration with the community (78.2%). While three administrators identified parenting strategy P1 as an involvement technique used in their schools, only 22.2% of the staff identified parenting strategy P1 as one used in their classroom. Partnership strategy D1 yielded the third strongest selection percentage at 65.2%. These numbers suggest that cluster 3 schools programs and practices connected to assisting families with parenting and child-rearing skills are frequently linked with family and/or community members interacting directly with students and staff in various settings throughout the school.

Data from the Participation Inventory suggests that cluster 3 schools administrators and building staff have similar perceptions about the types of partnership programs and practices used at the middle-grade cluster level in their schools (Appendix S). With the exception of grade-cluster strategies related to the partnership category of parenting (P3), data for all other examples of partnership programs and practices yielded comparable frequency percentage rates between the groups of administrators and faculty respondents. The three middle grade-cluster strategies identified by school cluster 3 faculty, which yielded the strongest selection percentages, relate to the partnership categories of volunteering (100%), communicating (95.6%), and collaboration with the community (82.6%). The data suggest that administrators and staff members of cluster 3 schools have a shared clarity regarding partnership programs and practices used within the middle grade level cluster.

Lastly, data suggest that cluster 3 schools administrators and building staff have similar perceptions about use of the 18 school-wide partnership strategies stated on the Partnership Inventory (Appendix T). The school-wide partnership programs and practices least frequently identified by both administrators and building staff were associated with a communicating strategy related to use of the Rule of Seven (4.3%), a decision-making strategy related to training on how to be co-decision makers (8.6%), followed by a parenting strategy related to providing workshops in different languages (13%). Both groups of cluster 3 schools faculty identified most frequently use of the decision-making strategy related to encouraging parents to become active participants on the school council and other building-based committees (82.6%). Decision-making strategy D6 (scheduling committee meetings at a variety of times) yielded the second strongest

frequency (69.5%) related to school-wide programs and practices. Parenting strategy P4 (providing families with tips on how to help students with homework) and learning at home strategy L5 (learning activities and events for the whole family) followed closely behind, each yielding frequency rates of 65.2%.

In summary, Table 31 provides an overview of involvement strategies highly selected by cluster 3 schools faculty as recorded on the Participation Inventory instrument. A mean of .60 or greater indicates that the strategy presented in the involvement statement was highly selected as a program or practice that closely applied to one used in the respondent's school and/or grade level cluster and/or school. The data suggests that cluster 3 schools most frequently engage in the following types of involvement programs and practices:

Table 31

Involvement Strategies Highly Selected by Cluster 3 Schools Faculty

	Involvement Strategy	X	*SD*
P4	Our school provides families with tips on how to help students with homework.	.74	.45
V1	Family and/or community members are encouraged to volunteer in my classroom.	.70	.47
V2	Our middle grade cluster asks family members about their interests, talents, and availability for volunteering at school.	.83	.39
V3	Our middle grade cluster solicits community members to volunteer	.74	.45

	in some way during the school year.		
V4	Our school offers volunteer opportunities for working and single parents.	.70	.47
L3	Our middle grade cluster links families with community resources that promote learning.	.70	.47
L5	Our school offers learning activities and events for the whole family.	.65	.49
D1	Family members have easy access to my classroom policies and procedures.	.61	.50
D5	Our school encourages parents to become active participants on the school council and other building-based committees.	.83	.39
D6	Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.	.70	.47
CC1	Community members/organizations share their knowledge, and skills with my students.	.70	.47
CC5	Community involvement is specified in the school improvement plan.	.65	.49

Summary Comparisons

This chapter presented research data and analysis of results from faculty in 11 middle grade level school programs in one Massachusetts urban community. Representative groups of principals, classroom teachers, special subject teachers, support staff, and family liaisons responded to a 50-item inventory. The first 14 items addressed

respondent demographics. The intent of the remaining 36 items was to provide insight on the nature and extent of involvement programs and practices used at the middle-grade level, based on researcher Joyce Epstein's six types of school-family-community involvement. These programs and practices include the following broad categories: Parenting, volunteering, communicating, learning at home, decision-making, and collaboration with the community. The 11 programs were clustered to reflect the percentage of students per middle grade program who had attained achievement levels of proficient or above based on the following quartiles: 0-25%; 26-50%; 51-75%; and 76-100%. Achievement level data was obtained from state and district public records for the grade 8 Massachusetts Comprehensive Assessment System (MCAS) administered during 1998, 1999, and 2000.

Descriptive correlational research design in concert with multiple regression analysis was used as a means to determine the predictive power of the elements of Epstein's typology as determinants of state-reported academic outcomes. Table 32 presents an overview of correlation coefficients produced by this study, corresponding critical values and hypothesis conclusions for each specific involvement category, and subsequent cross-category investigation. This information is meant to illustrate the nature and extent of the relationships between the dependent and independent variables. Table 33 presents an overview of ANOVA results produced by this study, including: the value of Significance F, associated P values, and hypothesis conclusions for each specific involvement category and subsequent cross-category investigation. These multiple regression results are intended to illustrate the predictive power of the independent variables (involvement strategies) as determinants of the dependent variable (MCAS

scores). Detailed SPSS tables for both descriptive correlational data and multiple regression data can be found in Appendices E-J.

An analysis of controlled inventory responses, open-ended responses, and follow-up conversations with volunteer faculty members revealed several themes and patterns. For example, data from each of the three school clusters shows evidence of strong use of one parenting strategy (P4), one learning at home strategy (L5), three decision-making strategies (D1, D5, D6), and one collaboration with the community strategy (CC1). However, in addition to the involvement strategies common to each school cluster, the data reveals that cluster 3 schools, those schools with the greatest number of students having reached achievement level of proficient or above, identify a greater concentration of volunteer related strategies than either of the other two school clusters. Further examination of the data reveals that school cluster 3 is the only cluster to identify involvement strategy L3, linking families with community resources that promote learning, as a strategy that most closely applies to the routine operations of the grade 5-8 grade-level team. Lastly, data from this study indicates that administrators and faculty members representing school cluster 3 share the strongest degree of similar perceptions regarding involvement strategies used at the classroom, grade-level cluster, and school-wide level.

Bivariate correlations between performance levels of proficient and advanced and involvement category specific groups of independent variables yielded correlation coefficients ranging from a low of .319 (low positive correlation) to .988 (very high positive correlation). According to Hinkle et al. (1998), the correlation coefficient provides not only a measure of the relationship between variables but also an index of the

proportion of individual differences in one variable that can be associated with the individual differences in another variable. Correlation coefficients interpreted as showing a high positive correlation were present in each of the three school clusters. Correlation coefficients interpreted as showing a very high positive correlation were present in data for school clusters 2 and 3. Data for all three school clusters indicate the strongest correlation between the dependent and independent variables when multiple strategies were practiced throughout the school community.

It is important to note that correlation does not denote causation but rather quantifies how closely variables are connected. Although 85% of the bivariate correlation data can be interpreted as having a high positive correlation and 43% of that data can be interpreted as having a very high positive correlation, qualitative data collected from open-ended responses and follow-up conversations suggest that variables outside of the nature of school-family-community involvement strategies may influence the relationship between participation programs and practices and student outcomes. For example, a special subject teacher stated:

> As a special subjects educator, I have not been afforded the opportunity to participate in the community of middle school 6-8 on any level except to share detention responsibilities. All meetings take place while I'm conducting classes and no provisions have ever been made to provide coverage so I may participate. (personal communication, 2002)

This statement is consistent with many but not all other special subject teachers who participated in the study. This category of respondents also expressed a common understanding of the inherent difficulties of implementing true middle school faculty

collaboration within the confines of an elementary school schedule and a strong interest in finding solutions to ensure full faculty participation/involvement within the school community.

A respondent from school cluster 1 stated:

> Many of these activities are sponsored thru [*sic*] family liaison, Title I, SPED, PAC, Human Services, Bilingual PAC programs. A lot of opportunities are out there – problem is lack of communication between all groups to coordinate and focus. (personal communication, 2002)

This statement is representative of comments made by school cluster 1 respondents who overwhelmingly articulated a shared belief that pockets of effective involvement exists within classrooms, grade-level clusters, and across schools, but that coordinated involvement efforts are not evident in any of the stated learning configurations.

In an example from school cluster 2, a respondent stated:

> We have a weekly sports program for students in grades K-5 that is run by parent volunteers. The physical education teacher provides equipment for the weekly program, and acts as a consultant. Students participate in activities and parents are able to meet in a relaxed social atmosphere. I see good potential for further parent involvement in the future. (personal communication, 2002)

This statement is consistent with the expressed responses of other school cluster 2 respondents who acknowledged areas of concern regarding involvement efforts,

described new, non-traditional efforts currently being implemented, and voiced strong belief in "good potential" for parent involvement in the future.

Lastly, a respondent from school cluster 3 stated:

> During our open house meeting all seventh grade parents are told of opportunities for fund raising, sharing their expertise (whether academic, arts, culinary, etc.) during the year. We also solicit parents who do not necessarily volunteer to come in and share --- when asked --- they willingly come in. (personal communication, 2002)

As stated previously, respondents from school cluster 3 indicated use of a high concentration of volunteer related strategies. The school cluster 3 statement example is consistent with comments made by other school cluster 3 faculty. Important to note is the second sentence. Qualitative data from cluster 3 schools indicates concerted efforts to connect with and draw in underrepresented families.

These types of responses are important in considering the results of the inventory instrument. The combined quantitative and qualitative responses suggest that factors such as opportunities for full faculty involvement, levels of communication between groups, a unified belief in the value of school-family-community involvement, and strong outreach to underrepresented families may also play a role in influencing the relationship between participation programs and practices and student outcomes.

Table 32

Hypothesis Conclusions Based on Critical Values of the Correlation Coefficient at .05 Level of Significance for Two-Tailed Tests

		School Cluster 1			School Cluster 2			School Cluster 3		
Category	df	r	Critical Value	Null Hypothesis	r	Critical Value	Null Hypothesis	r	Critical Value	Null Hypothesis
PAREN	4	.480	.811	Accepted	.585	.811	Accepted	.319	.811	Accepted
VOLUN	4	.583	.811	Accepted	.466	.811	Accepted	.663	.811	Accepted
COMMU	4	.430	.811	Accepted	.811	.811	Accepted	.844	.811	Rejected
LEARN	4	.727	.811	Accepted	.638	.811	Accepted	.665	.811	Accepted
DECIS	4	.666	.811	Accepted	.685	.811	Accepted	.676	.811	Accepted
COLLA	4	.530	.811	Accepted	.510	.811	Accepted	.514	.811	Accepted
*CLASS	4	.704	.811	Accepted	.558	.811	Accepted	.533	.811	Accepted
*CLUST	10	.754	.576	Rejected	.848	.576	Rejected	.970	.576	Rejected
*SCHOO	15	.885	.482	Rejected	.988	.482	Rejected			
SCHOO	16							.992	.468	Rejected

*NOTE. * Represents involvement strategies used across classroom, grade-cluster and school-wide categories.*

Table 33

Hypothesis Conclusions Based on ANOVA Results at a Confidence Level of 95% and Associated P Value of 0.05

	School Cluster 1			School Cluster 2			School Cluster 3		
Category	Sig. F	P	Null Hypothesis	Sig. F	P	Null Hypothesis	Sig. F	P	Null Hypothesis
PAREN	.485	.05	Accepted	.355	.05	Accepted	.926	.05	Accepted
VOLUN	.193	.05	Accepted	.693	.05	Accepted	.111	.05	Accepted
COMMU	.497	.05	Accepted	.004	.05	Rejected	.001	.05	Rejected
LEARN	.016	.05	Rejected	.218	.05	Accepted	.109	.05	Accepted
DECIS	.058	.05	Accepted	.124	.05	Accepted	.092	.05	Accepted
COLLA	.331	.05	Accepted	.571	.05	Accepted	.485	.05	Accepted
*CLASS	.027	.05	Rejected	.432	.05	Accepted	.368	.05	Accepted
*CLUST	.265	.05	Accepted	.228	.05	Accepted	.000	.05	Rejected
*SCHOO	.225	.05	Accepted	.064	.05	Accepted	.012	.05	Rejected

*NOTE. * Represents involvement strategies used across classroom, grade-cluster and school-wide categories.*

What follows in chapter 5 is a summary of the research findings, conclusions as they relate to the stated purpose of the project and four key questions posed at the outset of this study, and recommendations for future research.

CHAPTER V

Overview, Conclusions, Recommendations

Introduction

"Educating a child takes cooperation and involvement from educators, parents, families, and the community...the greater the family and community involvement in schools, the greater the students' achievement" (Niemiec, Sikorski, & Walberg, 1999).

This chapter is divided into four sections. First, an overview of the study is provided. Second, the findings of the study are summarized, followed by a presentation of conclusions as they relate to the stated purpose of the project and four key questions posed at the outset of the study. Next, recommendations for further research are offered. The chapter ends with a closing statement.

Overview of the Study

The purpose of the study was to examine school-family-community partnerships at the middle grade level and to explore if there is a relationship between types of cooperation practiced and state-reported school academic outcomes. In order to accomplish the purpose of the study, the following research questions were asked:

1. What is the nature and extent to which middle grade level programs were engaged in collaborative educational partnership programs?
2. How do collaborative educational partnerships vary between middle grade level programs in the selected district?

3. Is there a relationship between the types of cooperation put into practice at each middle grade level program and respective academic outcomes (as measured by the Massachusetts Comprehensive Assessment System [MCAS])?

4. Which collaborative educational partnership variables present within the selected middle grade programs have the most significant impact on positive academic outcomes?

The primary data collection instrument used for this study was a 50-item Participation Inventory designed by the researcher and based on Epstein et al.'s (1997) six types of cooperation between families, schools, and community organizations. The inventory was conducted in January 2002 in an effort to examine involvement programs and practices at the middle grade level in one Massachusetts urban district. A three-page inventory was mailed to 246 teachers, paraprofessionals, administrators, and special subject teachers with direct responsibilities with children in grades 5, 6, 7, and 8. Of the surveys sent, 70 were returned by the January 18, 2002 deadline, resulting in a 28.1% response rate. Additional information about involvement programs and practices was obtained from on-site observations, a random review of school artifacts, and informal conversations with volunteer faculty members. Descriptive research and multiple regression analysis techniques were used to organize, display, and discuss the data collection.

Summary of Findings

Middle grade level programs in Cambridge, Massachusetts employ a variety of school-family-community involvement strategies which may include newsletters, workshops where family members participate in grade level class work, sports programs

run by parent volunteers, school improvement teams, or connections with a broad range of city agencies. Although differences in partnership programs and practices do exist between individual schools and school clusters, common approaches are also evident. For example, slightly more than one-half (52.7%) of the involvement strategies presented in the inventory met the criteria to be considered highly identified within a cluster of schools. From that subgroup of highly identified involvement strategies, almost one-third (31.5%) are shared by school clusters 1, 2, and 3. The following data statements represent major findings of the investigation, followed by conclusions specific to the stated purpose of the project and four key questions posed at the outset of the study. The following observations were established:

1. Of those schools eligible to participate in this study, 27.2% were identified as having between 00-25% of their grade 8 students achieve MCAS performance level ratings of proficient or advanced. These are cluster 1 schools.
2. Of those schools eligible to participate in this study, 27.2% were identified as having between 26-50% of their grade 8 students achieve MCAS performance level ratings of proficient or advanced. These are cluster 2 schools.
3. Of those schools eligible to participate in this study, 45.4% were identified as having between 51-75% of their grade 8 students achieve MCAS performance level ratings of proficient or advanced. These are cluster 3 schools.
4. Of those schools eligible to participate in this study, no schools were identified as having between 76-100% of their grade 8 students achieve MCAS performance level ratings of proficient or advanced.

5. When asked if individual schools provide a positive climate for school-family-community partnerships, respondents gave the following responses:

   a. Across school clusters: 36.2% strongly agree; 56.5% agree; 4.3% disagree; and 1.4% strongly disagree.
   b. Cluster 1 schools: 34.6% strongly agree; 61.5% agree; and 3.8% disagree.
   c. Cluster 2 Schools: 20% strongly agree; 70% agree; 5% disagree; and 5% did not respond.
   d. Cluster 3 Schools: 52.2% strongly agree; 39.1% agree; and 8.7% disagree.

6. Greater consensus exists among respondents from school cluster 3 regarding perceptions about involvement programs and practices used at the classroom, grade-cluster, and school-wide level than among respondents at either of the other two school clusters. For example, administrators and faculty from school clusters 1 and 2 shared similar perceptions about involvement programs and practices in no more than two of the stated levels (classroom, grade-cluster, or school-wide). However, administrators and faculty from school cluster 3 share similar perceptions in all three levels.

7. Across school clusters, what do respondents identify as the three involvement strategies that most closely apply to their classroom, or throughout grades 5-8 in their school, or throughout their school? In order of selection they are:

   a. C2: Our middle grade cluster distributes a grade-level curriculum packet / policies / expectations to all families (84.3%).
   b. D5: Our school encourages parents to become active participants on the school council and other building-based committees (84.3%).

c. P4: Our school provides families with tips on how to help students with homework (74.3%).

8. Across School Clusters, what do respondents identify as the three involvement strategies that least closely apply to their classroom, or throughout grades 5-8 in their school, or throughout their school? In order of selection they are:

a. C6: Our school uses the Rule of Seven: offering at least seven ways that families and community members can learn about what is happening in our school and comment on it (1.4%).

b. D4: Our school provides family members with training on how to be co-decision makers (10%).

c. D2: Our middle grade cluster involves families in planning and evaluating activities and programs.

d. D3: Our middle grade cluster involves families in planning orientation programs for new families (17.1%).

9. What do school cluster 1 respondents identify as the top three involvement strategies that most closely apply to their classroom, or throughout grades 5-8 in their school, or throughout their school? In order of selection they are:

a. C2: Our middle grade cluster distributes a grade-level curriculum packet / policies / expectations to all families (80.8%).

b. D5: Our school encourages parents to become active participants on the school council and other building-based committees (80.8%).

c. P4: Our school provides families with tips on how to help students with homework (73.1%).

10. What do school cluster 2 respondents identify as the top three involvement strategies that most closely apply to their classroom, or throughout grades 5-8 in their school, or throughout their school? In order of selection they are:

a. D5: Our school encourages parents to become active participants on the school council and other building-based committees (90.5%).
b. C2: Our middle grade cluster distributes a grade-level curriculum packet / policies / expectations to all families; and L5: Our school offers learning activities and events for the whole family; and D1: Family members have easy access to my classroom policies and procedures (81%).

11. What do school cluster 3 respondents identify as the top three involvement strategies that most closely apply to their classroom, or throughout grades 5-8 in their school, or throughout their school? In order of selection they are:

a. V2: Our middle grade cluster asks family members about their interests, talents, and availability for volunteering at school (82.6%).
b. D5: Our school encourages parents to become active participants on the school council and other building-based committees (82.6%).
c. P4: Our school provides families with tips on how to help students with homework; and V3: Our middle grade cluster solicits community members to volunteer in some way during the school year (73.9%).

12. The parenting-related involvement strategy, with a mean of .60 or greater, identified by respondents from school clusters 1, 2, and 3 is P4: Our school provides families with tips on how to help students with homework.

13. The learning at home-related involvement strategy, with a mean of .60 or greater, identified by respondents from school clusters 1, 2, and 3 is L5: Our school offers learning activities and events for the whole family.

14. Decision-making related involvement strategies, with a mean of .60 or greater, identified by respondents from school clusters 1, 2, and 3 are D1: Family members have easy access to my classroom policies and procedures; D5: Our school encourages parents to become active participants on the school council and other building-based committees; and D6: Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.

15. The collaboration with the community-related involvement strategy, with a mean of .60 or greater, identified by respondents from school clusters 1, 2, and 3 is CC1: Community members/organizations share their knowledge and skills with my students.

16. One third (33%) of the highly selected involvement strategies identified by school cluster 1 respondents were directly related to collaboration with the community.

17. Slightly less than one third (27.2%) of the highly selected involvement strategies identified by school cluster 2 respondents were directly related to decision-making.

18. One third (33%) of the highly selected involvement strategies identified by school cluster 3 respondents were directly related to volunteering.

19. Null hypotheses H08 and H09 were rejected in school clusters 1, 2, and 3, indicating that in each school cluster there is a significant association between use of grade-cluster involvement strategies and academic outcomes and between use of school-wide involvement strategies and academic outcomes. The results are based on critical values of the correlation coefficient at a .05 level of significance for two-tailed tests.

Conclusions

Purpose of Study: The Predictive Power of School-Family-Community Partnership Programs

Regression analysis was used to determine the predictive power of school-family-community partnership programs and practices as determinants of grade 8 building-based student achievement outcomes as measured by MCAS. Although no statistically significant results were found common to the three school clusters, ANOVA results at a confidence level of 95% and an associate P value of .05 generated the following responses to the null and alternative hypotheses presented in chapter 3:

1. With regards to school cluster 1, there are no statistically significant associations between the independent variables identified in H_{01}, H_{02}, H_{03}, H_{05}, H_{06}, H_{08}, H_{09}, and the study's dependent variable (MCAS scaled scores); therefore, in each case the null hypothesis is accepted. However, in the case of H_{04} and H_{07}, the data reveal that there are significant associations between the independent and dependent variables. Therefore, these null hypotheses are rejected and the alternative hypotheses are accepted. Within school cluster 1, the school-family-community partnership programs and practices that are positively associated with

student academic outcomes include the involvement category *learning at home* and the cross category grouping of classroom-based strategies.

2. With regards to school cluster 2, there are no statistically significant associations between the independent variables identified in H_{01}, H_{02}, H_{04}, H_{05}, H_{06}, H_{07}, H_{08}, H_{09}, and the study's dependent variable (MCAS scaled scores); therefore, in each case the null hypothesis is accepted. However, in the case of H_{03}, the data reveal that there are significant associations between the independent and dependent variables. Therefore, this single null hypothesis is rejected and the alternative hypothesis is accepted. Within school cluster 2, the school-family-community partnership strategies that are positively associated with student academic outcomes include the involvement category *communicating*.

3. With regards to school cluster 3, there are no statistically significant associations between the independent variables identified in H_{01}, H_{02}, H_{04}, H_{05}, H_{06}, H_{07}, and the study's dependent variable (MCAS scaled scores); therefore, in each case the null hypothesis is accepted. However, in the case of H_{03}, H_{08} and H_{09}, the data reveal that there are significant associations between the independent and dependent variables. Therefore, these null hypotheses are rejected and the alternative hypotheses are accepted. Within school cluster 3, the school-family-community partnership programs and practices that are positively associated with student academic outcomes include the involvement category *communicating* and the cross category groupings of grade level strategies and school-wide strategies.

While limited predictive power is evident from the results of this study, it should be noted that statistically significant associations related to involvement category

communicating are present in data for both school cluster 2 and school cluster 3. The presence of this overlap is consistent with the position presented in Standard One of the National PTA's National Standards for Parent/Family Involvement Programs. Standard One states "Communication is the foundation of a solid partnership. When parents and educators communicate effectively, positive relationships develop, problems are more easily solved, and students make greater progress" (National PTA, 1997). As stated in chapter 2, ongoing opportunities for communication between family members and school personnel and children and between family members and children can and should happen in a variety of ways (Epstein, 1997). Examples of communication strategies sited in the literature and also identified as used by school clusters 2 and 3 include school newsletters, conferences, exhibitions, student folders, class breakfasts, and telephone calls (Jones, 1989; Epstein 2001).

Key Question 1: Nature and Extent of Partnership Programs Across the District

With regard to the first question—What is the nature and extent to which middle grade level programs were engages in collaborative educational partnership programs?—Table U1 (Appendix U) provides a compilation of involvement strategies highly selected by respondents representing school clusters 1, 2, and 3 as recorded on the Participation Inventory. A strategy was considered highly selected if it yielded a mean of .60 or greater. The data reveal a total of 19 highly selected programs or practices that closely apply to approaches used in the respondent's school and/or grade level cluster and/or school. Both types of programs and practices identified and degrees of employment vary from school to school, with means ranging from a low of .61 to a high of .90. In addition,

the data reveal six strategies identified as employed by middle grade programs across school clusters. The six common strategies are:

1. P4: Our school provides families with tips on how to help students with homework.
2. L5: Our school offers learning activities and events for the whole family.
3. D1: Family members have easy access to my classroom policies and procedures.
4. D5: Our school encourages parents to become active participants on the school council and other building-based committees.
5. D6: Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.
6. CC1: Community members/organizations share their knowledge and skills with my students.

The common focus on involvement category *decision-making* strategies is consistent with contemporary research that suggests positive experiences for students result from their acquiring from adults the knowledge and skills that promote decision-making, choice, and self-determination (Trivette, Dunst, & Hamby, 1996). What the literature does not address, but is important to note, is the number of state-authored policies which require certain levels of decision-making opportunities within individual schools and which have served as a catalyst for local policies. Such is the case in the Commonwealth of Massachusetts. Therefore, it is also important to note that the strong focus on decision-making strategies across school clusters in this study may in part be attributed to the Massachusetts Education Reform Act, which mandates broad-based

school governance structures in all schools, or such focus may be the result of the districts' emphasis on and commitment to active participation, by all stakeholders, in the public education process.

Key Question 2: How Partnership Practices Vary Between Middle Grades in the District

This study offered a total of 36 strategies for respondents to consider. In addition, respondents were asked to supply supplemental information as needed. All 36 strategies were identified as applicable to the respondent's classroom, grade-cluster, or school by at least one respondent. The range of strategy selection for this study suggests that partnership programs and practices differ from classroom to classroom, program to program, and school to school. For example, although involvement strategies P5 (information about developing home conditions that support learning), CC2 (partnerships with outside agencies), and CC4 (meeting time devoted to discussing involvement) can be identified as highly selected strategies, these strategies appear only as part of the involvement repertoire for school cluster 1. Similarly, involvement strategies V6 (recognition of volunteers) and L2 (clearly articulated goals) appear only as part of the involvement repertoire for school cluster 2. Finally, involvement strategies V2 (asking family members about interests and talents), V3 (solicitation of community members), V4 (volunteer opportunities for working and single parents), and L3 (linking families with community resources that promote learning) appear only as part of the involvement repertoire for school cluster 3. Despite that, as outlined in the response to key question 1, middle grade programs in the district also share several common approaches to involvement opportunities. Common approaches are directly related to the involvement categories of parenting, learning at home, decision-making, and collaboration with the

community. Employing programs and practices that meet the diverse needs and interests of schools was discussed in chapter 2. Epstein (1995) believes programs and practices need to be "in sync" with the needs of learning community. However, Epstein also proposes that successful programs and practices of all types share several common characteristics. Included in the list of common characteristics and evident in the results for key question 2 is attention to various types of involvement that promote a variety of opportunities for schools, families, and communities to work together. The common approaches identified across all school clusters supports Epstein's claim.

Key Question 3: The Relationship Between Partnership Practices and Academic Outcomes

Correlation techniques were used to identify relationships between the types of cooperation put into practice at each middle grade level program and respective academic outcomes. This statistical approach was selected because correlation is intended to quantify how closely variables are connected. Based on tests run for critical values of correlation coefficients, two sets of statistically significant results were found to be common to the three school clusters. Set one includes the cross-category grouping of grade cluster strategies, and set two includes the cross-category grouping of school-wide strategies. In addition, data from school cluster 3 revealed a significant association between the involvement category communicating and academic outcomes. Critical values of correlation coefficients at .05 level of significance for a two-tailed test generated the following responses to the null and alternatives hypotheses presented in chapter 3:

1. With regards to school cluster 1, there are no statistically significant associations between the independent variables identified in H_{01}, H_{02}, H_{03}, H_{04}, H_{05}, H_{06}, H_{07} and the study's dependent variable (MCAS scaled scores); therefore, in each case the null hypothesis is accepted. However, in the case of H_{08} and H_{09}, the data reveal that there are significant associations between the independent and dependent variables. Therefore, these null hypotheses are rejected and the alternative hypotheses are accepted. Within school cluster 1, the school-family-community partnership programs and practices that are positively associated with student academic outcomes include the cross category grouping of grade-cluster strategies and the cross category grouping of school-wide strategies.
2. With regards to school cluster 2, there are no statistically significant associations between the independent variables identified in H_{01}, H_{02}, H_{03}, H_{04}, H_{05}, H_{06}, H_{07} and the study's dependent variable (MCAS scaled scores); therefore, in each case the null hypothesis is accepted. However, in the case of H_{08} and H_{09}, the data reveal that there are significant associations between the independent and dependent variables. Therefore, these null hypotheses are rejected and the alternative hypotheses are accepted. Within school cluster 2, the school-family-community partnership programs and practices that are positively associated with student academic outcomes include the cross category grouping of grade-cluster strategies and the cross category grouping of school-wide strategies.
3. With regards to school cluster 3, there are no statistically significant associations between the independent variables identified in H_{01}, H_{02}, H_{04}, H_{05}, H_{06}, H_{07} and the study's dependent variable (MCAS scaled scores); therefore, in each

case the null hypothesis is accepted. However, in the case of H_{03}, H_{08} and H_{09}, the data reveal that there are significant associations between the independent and dependent variables. Therefore, these null hypotheses are rejected and the alternative hypotheses are accepted. Within school cluster 3, the school-family-community partnership programs and practices that are positively associated with student academic outcomes include the involvement category communicating and the cross category grouping of grade-cluster strategies and the cross category grouping of school-wide strategies.

While a limited number of relationships are evident from the results of this study, it should be noted that statistically significant associations related to use of broad-based strategies by grade cluster and throughout a school community are present in data for school clusters 1, 2, and 3. The presence of shared strategy practices by grade cluster and by school suggests that the relationship between partnerships and outcomes is more complex than merely identifying and implementing any particular strategy or series of strategies. In fact, the presence of these shared strategies supports assertions made by Franklin and Streeter (1995), Stedman (1995), Epstein (1995; 2001), and Epstein et al. (1997). In each case, the literature equates and emphasizes improved student achievement with learning environments that are unified in terms of (a) agreement to work to a formal plan (b) shared pursuit of common goals, and, (c) commitment to creating a caring educational environment. Comments culled from informal conversations with faculty members from each of the three school clusters confirmed that areas of steady academic progress experienced by schools are those areas in which faculty and families have been

clear about and unified in the goal(s) to be achieved and the steps that would be used to reach the goal(s).

Key Question 4: Partnership Variables with a Significant Impact on Academic Outcomes

With regards to the fourth question—Which collaborative educational partnership variables present within the selected middle grade programs have the most significant impact on positive academic outcomes?—a number of specific observations stand out.

1. Bivariate correlations range from a low of .319 (low positive correlation) to a high of .992 (very high positive correlation).

2. Moderate positive correlations account for almost one-half (48.1%) of the correlation results.

3. High positive correlations account for slightly more than one-fourth (25.9%) of the correlation results.

4. The inventory categories of decision-making and collaboration consistently yielded moderate positive correlation coefficients across school clusters.

5. Three data sets representing two cross-category groupings can be identified as having a very high positive correlation. Within school cluster 2, the cross category grouping associated with school-wide strategies yielded a correlation coefficient of .988. Within school cluster 3, the cross-category grouping associated with grade cluster strategies yielded a correlation coefficient statistic of .970, and the cross-category grouping associated with school-wide strategies yielded a correlation coefficient of .992. Hence, for the purposes of this study, cross-category groupings associated with grade cluster and school-wide

strategies/variables have the most significant impact on positive academic outcomes.

The presence of very high correlations with respect to programs and practices embraced by a grade cluster team or adopted school-wide is consistent with highlighted results and interpretations presented in response to key question 3. Current research, such as the work of Joyce Epstein (2001), suggests that unified approaches to the process of developing, implementing, and monitoring involvement related programs and practices yield the most significant impact on achievement of improved academic outcomes for all children. However, unification of stakeholders around a common goal is not a new concept. As stated in the outset of this study, formalized home-school interactions in the United States can be traced as far back as 1897. Over the last century, the basic concept regarding the importance of involvement has remained the same, although the philosophy behind the concept has evolved considerably as is evidenced in the writings of Butterworth (1928), Comer (1968), The National Commission on Excellence in Education (1983), The National PTA (1997), and Epstein (2001). Today's unified approach to participation in education takes into consideration the need to allow for a continuum of involvement opportunities. Building on the five involvement models presented in this document (Arnstein, 1969; Jones, 1989; Wilcox, 1994; Washington state PTA, 1997; and Epstein, 2001), this researcher proposes consideration of the following "three C's" as a model Continuum Scale for Participation: (a) Communication, (b) Consultation, and (c) Collaboration. Figure 1 provides a visual representation of the proposed continuum and intended primary purpose for each dimension of the overall framework.

Continuum Scale for Participation

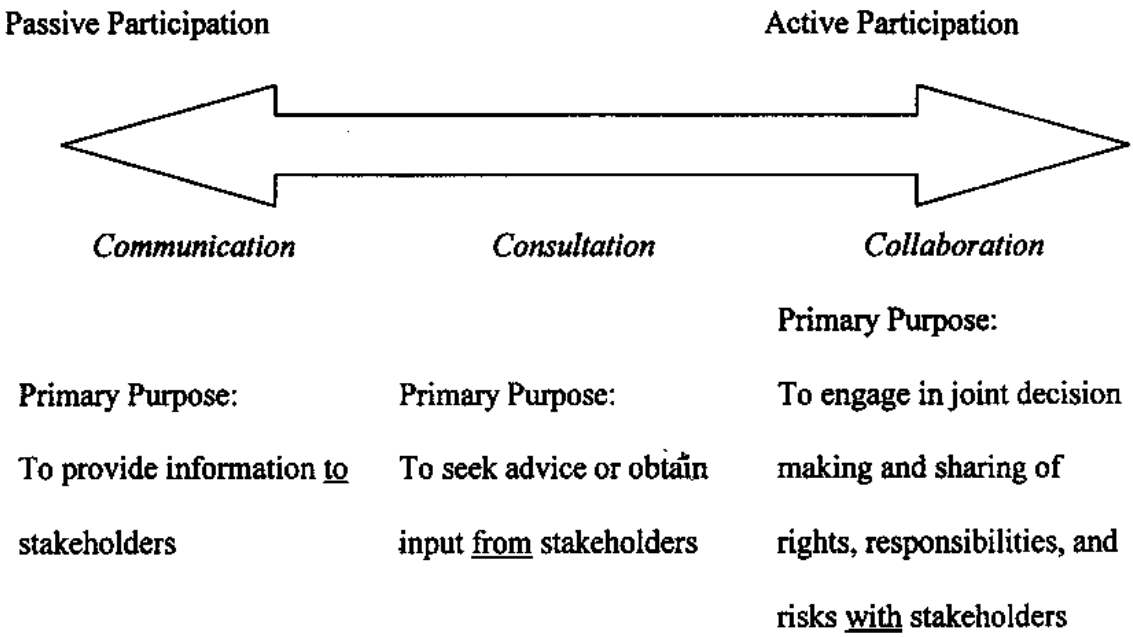

Figure 1. Continuum Scale for Participation.

The continuum model lends itself to meeting the diverse needs, interests, and readiness levels of all stakeholders, thereby generating stakeholder buy-in, which facilitates a school community's ability to rally around mutually agreed upon desired outcomes and in turn leads to visible and measurable levels of improved academic outcomes.

Recommendations for Further Research

The literature on collaborative educational partnerships is large and growing. However, further research is needed with respect to specific partnership practices, if any, that are more likely to be correlated with improved student achievement or are more likely to be predictors of improved student achievement. As we forge ahead in a new millennium, schools and communities continue to search for meaningful, effective

approaches to collaborative educational partnerships that will produce accelerated and sustained academic outcomes (Epstein et al., 1997; Niemiec, Sikorski, & Walberg, 1999; Burke, 2001). Accordingly, the following recommendations for future research are suggested:

1. This study was conducted after the first three administrations of the Massachusetts Comprehensive Assessment System. It is recommended that the study be repeated as the test becomes more refined and has a longer history in the state.
2. This study was conducted with no attempt to control for student demographics. It is recommended that the study be repeated, with consideration given to demographic subgroups such as gender, ethnicity, socio-economics, and special needs.
3. This study was conducted using a single measurement tool to assess the relationship between types of involvement and academic outcomes. It is recommended that the study be repeated with consideration given to other academic achievement variables including but not limited to: grades, test scores, school attendance rates, drop out rates, homework rates, retention rates, college acceptance rates, and/or data culled from authentic, criterion-referenced, norm-referenced, on-demand, or portfolio assessment records.
4. It is recommended that a study examine how decisions are made at the classroom level, the grade-cluster level, and the school-wide level with respect to school-family-community partnership program and practices to be employed.

5. It is recommended that a study explore student perceptions regarding school-family-community partnership programs and practices thought to be most helpful to students.
6. It is recommended that a study explore the perceptions of family members regarding partnership programs and practices employed within a school community.
7. It is recommended that a study explore community members' perceptions of partnership programs and practices employed within a school community.
8. It is recommended that the roles and responsibilities of family liaisons be examined to determine the impact of their presence in schools on the nature and extent of involvement strategies employed within a school community.
9. It is recommended that an exploratory study be done on the differences in academic outcomes of schools that employ a broad range of involvement strategies vs. schools that employ a unified approach to school-family-community partnerships.
10. It is recommended that an exploratory study be done on the differences in partnership programs and practices employed by schools deemed, according to the Massachusetts Department of Education, as "under performing" compared to schools deemed as "high performing."

As the nature and scope of contemporary educational alliances continue to evolve, additional research will be a key component to the success of accelerated and sustained academic outcomes for all students. As suggested by Berliner and Biddle (1995):

Schooling in America can be improved by strengthening ties between communities and their schools. Such ties can be promoted through programs that encourage more active roles for parents, more contact between parents and teachers, and expanded visions for the responsibilities of schools.

Closing Statement

The aim of this study was to learn more about collaborative educational partnerships at the middle grade level. The method of data collection included use of a Participation Inventory, onsite visits to schools, a random review of involvement related artifacts, and informal conversations with volunteer staff members. The sample size was rather small (28.1%). Based on known characteristics of the district, a larger sample may have produced more significant results but may not have provided any additional specific data for the key questions posed at the outset of the study.

The research and the review of literature completed for this study support growing evidence that local, state, and national initiatives and mandates related to school-family-community partnerships are helping educators, families, community members, and policy makers rethink the concept of meaningful involvement in our nation's schools (U.S. Department of Education; National PTA; Harvard Family Research Project (1997); National Coalition for Parent Involvement in Public Education; Epstein, 2001).

While the results of this study have not provided significant data regarding the predictive power of partnership programs and practices as determinants of academic outcomes, the data does show evidence of efforts to employ fresh approaches to partnerships among and between educators, caregivers, families, and community members. It is the belief of this researcher that these efforts, as identified by respondents,

when combined with a common vision, an agreement on overarching goals, and a sharing of rights and responsibilities will help move each school or program closer to becoming the collaborative, centered learning experience where accelerated and sustained student academic outcomes are the norm.

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Appendix A

Solicitation Letter

CAMBRIDGE PUBLIC SCHOOLS

159 THORNDIKE STREET CAMBRIDGE, MASSACHUSETTS 02141

MEMO

To: XXXXX XXXXX, XXXXX School Principal

From: Carolyn L. Turk, Acting Assistant Superintendent

Date: December 2001

Re: Attached Research Proposal: A Study of School-Family-Community Partnerships

Enclosed please find a copy of a research proposal and supporting documentation for a project I recently submitted to the Seton Hall University Institutional Review Board for Human Subjects Research. This project is part of a dissertation to be written by me, Carolyn L. Turk, doctoral student at Seton Hall University. The faculty advisor for this dissertation is Dr. Daniel Gutmore of the College of Education and Human Services. I am forwarding this information to you for your review and recommendation.

The purpose of my study is to examine school-family-community partnerships at the middle grade level and to explore if there is a relationship between types of cooperation practiced and state reported school academic outcomes (as measured by the Massachusetts Comprehensive Assessment System). The estimated amount of time required for each participant is thirty minutes.

As a participant in this study, during the month of **January 2002**, you, your middle grade level classroom teachers, special subject teachers, support staff, and family liaisons will be asked to assist me in the identification of the types of school-family-community partnership programs and practices present at the classroom, middle-grade program, and building levels in your school for grades 5 to 8. The instrument to be used for data collection from faculty is a *School-Family-Community Partnership Inventory*. The Inventory is three pages in length and asks participants to: (a) provide some demographic information; (b) review statements pertaining to researcher Joyce Epstein's Six Types of Involvement; and (c) check all responses that most closely apply to their classroom – OR – middle-grade level cluster – OR – school. Space is also provided for participants to list additional comments if they so desire.

Your participation in this project is strictly voluntary. There is no penalty for refusal to participate, and you and/or individual staff members have the right to decline or withdraw from the study at any time. Should you choose to decline participation in the project, your school will be eliminated as a potential research site and no further contact will be made with you regarding the study. Should you choose to participate in the project, a follow-up call will be made to you informing you of when dissemination of materials to faculty members will begin. Dissemination of Informed Consent Forms and Partnership Inventories to faculty members will take place only with approval from you, the building principal. Both documents may be completed in settings convenient to the participants.

The anonymity of the participants and the confidentiality of data will be maintained by the coding of all School-Family-Community Partnership Inventory data. You may be assured that: (a) your name and the names of faculty members will not be identified; (b) pseudonyms will be assigned to participants when it is appropriate to do so; (c) any overt identification of individual schools will be restricted to the dissertation committee; and (d) pseudonyms will be used to identify individual schools in the dissertation.

Master lists will be stored in a locked file, accessible only to me and will be destroyed after the completion of the study. At the conclusion of the project, the key listing participants' identities will be destroyed.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone of the office is 973-275-2974.

I have reviewed the nature of this investigation and do hereby consent to allow the School to be a participating site. _____

_____ _____

Principal Date

Should you choose to participate, please return this form on or before December 21, 2001.

Appendix B

Recruitment Letter

SETON HALL UNIVERSITY
1 8 5 6

To: Principals, Middle Grade Classroom Teachers, Special Subject Teachers, Support Staff, & Family Liaisons
From: Carolyn L. Turk, Acting Assistant Superintendent for Curriculum and Instruction
Date: January 2002
Re: Request for Faculty Assistance in a Study of School-Family-Community Partnerships

Enclosed please find a copy of an Informed Consent Form and a *School-Family-Community Partnership Inventory* for a project I recently submitted to the Seton Hall University Institutional Review Board for Human Subjects Research. The results of this inventory will be used as part of a dissertation I am writing as a Doctoral Student at Seton Hall University in the College of Education and Human Services. Your principal has reviewed the enclosed documents and has granted consent to allow the _____ School to be a participating site.

The purpose of this study is to examine school-family-community partnerships at the middle grade level and to explore if there is a relationship between types of cooperation practiced and state reported school academic outcomes (as measured by the Massachusetts Comprehensive Assessment System). The estimated amount of time required for each participant is thirty minutes.

As a participant in this study, you will be asked to assist me in the identification of the types of school-family-community partnership programs and practices present at the classroom, middle-grade program, and building levels in your school for grades 5 to 8. The instrument to be used for data collection is a *School-Family-Community Partnership Inventory*. The Inventory is three pages in length and asks that you: (a) provide some demographic information; (b) review statements pertaining to researcher Joyce Epstein's Six Types of Involvement; and (c) check all responses that most closely apply to your classroom -OR- middle-grade level cluster –OR– school. The last page provides space for additional comments if you so desire. The project is intended to foster an understanding of the extent and nature of the types of partnerships used in grades 5-8 **not** to evaluate the performance of a particular individual or group.

Your participation in this project is strictly voluntary. There is no penalty for refusal to participate, and you have the right to decline or withdraw from the study at any time.

Should you choose to participate, you may be assured that your responses will remain confidential and will not be associated in any way with your name. A code number in the upper right hand corner of the inventory will be used strictly for data analysis purposes and is designed to ensure your anonymity. In addition, you may also be assured that: (a) pseudonyms will be assigned to participants when it is appropriate to do so; (b) any overt identification of individual schools will be restricted to the dissertation committee; and (c) pseudonyms will be used to identify individual schools in the dissertation.

To further ensure anonymity and confidentiality, master lists will be stored in a locked file, accessible only to me and will be destroyed after the completion of the study. At the conclusion of the project, the key listing participants' identities will be destroyed.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone of the office is 973-275-2974.

For your convenience, two separate postage-paid envelopes have been included in this mailing. One envelope may be used for the return of the Informed Consent Form. The second envelope may be used to return the School-Family-Community Partnership Inventory. **Please use the envelopes to return both documents to Carolyn L. Turk on or before Friday, January 18, 2002.**

Should you have ay questions or comments concerning this study, I can be contacted during the day at 617-349-6418 or via email at 73507.2324@compuserve.com.

Thank you in advance for your assistance and cooperation.

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.275.2728
400 South Orange Avenue • South Orange, New Jersey 07079-2685

Appendix C

Informed Consent Form

SETON HALL UNIVERSITY
1856

INFORMED CONSENT FORM FOR PARTICIPANTS

I consent to participate in the research project entitled "School, Family, and Community Partnerships in the Middle Grades: The Relationship Between Types of Involvement and Academic Outcomes." This project is part of a dissertation to be written by Carolyn L. Turk, a doctoral student at Seton Hall University. The faculty advisor of this dissertation is Dr. Daniel Gutmore of the College of Education and Human Services.

I understand that the purpose of the research is to examine school-family-community partnerships at the middle grade level and to explore if there is a relationship between types of cooperation practiced and state reported school academic outcomes (as measured by the Massachusetts Comprehensive Assessment System).

I understand that I will be asked to complete a *School-Family-Community Partnership Inventory* designed to assist in the identification of the types of school-family-community partnership programs and practices present at the classroom, middle-grade program, and building levels in my school for grades 5 to 8. I also understand that the estimated amount of time involved to complete the Partnership Inventory is thirty minutes.

I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and discontinue participation at any time. I understand that should I choose to discontinue my participation, all of my data will be destroyed.

I understand that the information obtained from this Partnership Inventory will be analyzed as part of a group and no singular responses will be presented or published and my identity will remain anonymous.

I understand that the confidentiality of data will be kept by coding of the Partnership Inventory data. Master lists will be stored in a locked file separate from the data, accessible only to the researcher and will be destroyed after the completion of the study. At the conclusion of the project, the key listing the participants' identities will be destroyed.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone of the office is 973-275-2974.

If at any time I have questions about any procedure in this project, I understand that I may contact Ms. Turk at 617-349-6418 or via email at: 73507.2324@compuserve.com.

_____ _____

Subject or Authorized Representative Date

Please use one of the enclosed postage-paid envelopes
to return this Informed Consent Form to Carolyn L. Turk on or before _____

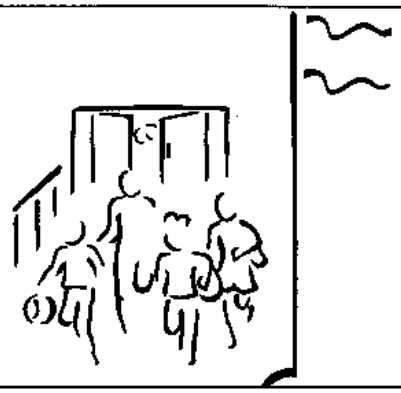
Note: For your records, a copy of your signed Informed Consent Form will be mailed to you.

College of Education and Human Services
Executive Ed.D. Program
Tel. 973.275.2728
400 South Orange Avenue • South Orange, New Jersey 07079-2685

Appendix D

Participation Inventory Instrument

SCHOOL-FAMILY-COMMUNITY PARTNERSHIP INVENTORY



This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone of the office is 973-275-2974.

DIRECTIONS:

1. **PART (A):** Please check the response that applies to you.
2. **PART (B):** As appropriate, please check ALL responses that most closely apply to *your* classroom –OR- *throughout* grades 5-8 in your school –OR- *throughout* your school.
3. The last page provides room for written comments.
4. Please use the **enclosed postage-paid envelope** to return the School-Family-Community Partnership Inventory **on or before Friday, January 18, 2002** to:
   Carolyn L. Turk • P.O. Box 441433 • Somerville, MA 02144

PART (A) --- PLEASE CHECK THE RESPONSES THAT DESCRIBE YOU.

1. POSITION

○ Administrator

○ Classroom Teacher (grade)_____

○ Teaching Assistant (grade)_____

○ Special Subject Teacher (specify)_____

○ Other (specify)_____

2. GENDER

○ Male

○ Female

3. NUMBER OF YEARS IN THIS SCHOOL

○ Less than 3 years

○ 4-12 years

○ 13-19 years

○ 20-27 years

○ 28 years or longer

4. NUMBER OF YEARS IN EDUCATION

○ Less than 3 years

○ 4-12 years

○ 13-19 years

○ 20-27 years

○ 28 years or longer

5. HIGHEST EDUCATION LEVEL OBTAINED

○ Diploma or Equivalent

○ Bachelor's Degree

○ Masters ○ Masters +15

○ Masters +30 ○ Masters +45

○ CAGS ○ Doctorate

6. REQUEST FOR A SUMMARY OF THE RESULTS OF THIS STUDY.

○ Yes. I want a summary of the results of this study.

PART (B): — PLEASE CHECK ALL THAT APPLY.

7. **PARENTING:** Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families. (Epstein, 1997)

- ☐ Each year, I ask my families what types of workshops or informational events they would be interested in attending.
- ☐ Our middle grade cluster surveys parents to determine their needs and works to link parents with community resources.
- ☐ Our middle grade cluster provides families with information on adolescent development.
- ☐ Our school provides families with tips on how to help students with homework.
- ☐ Our school provides families with information about developing home conditions that support school learning.
- ☐ Our school provides workshops in different languages.
- ☐ Other _____

8. **VOLUNTEERING:** Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs. (Epstein, 1997)

- ☐ Family and/or community members are encouraged to volunteer in my classroom.
- ☐ Our middle grade cluster asks family members about their interests, talents, and availability for volunteering at school.
- ☐ Our middle grade cluster solicits community members to volunteer in some way during the school year.
- ☐ Our school offers volunteer opportunities for working and single parents.
- ☐ Our school gathers information about the level and frequency of community participation in school programs/activities.
- ☐ Volunteers are recognized for their contributions to our school.
- ☐ Other _____

9. **COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. (Epstein, 1997)

- ☐ Homework journals are used as part of my daily classroom routine.
- ☐ Our middle grade level cluster distributes a grade-level curriculum packet / policies / expectations to all families.
- ☐ Our middle grade cluster teachers have ready access to telephones to communicate with parents during or after the school day.
- ☐ Our school makes every effort to communicate with family members who are non-readers.
- ☐ Staff members in our school make home visits.
- ☐ Our school uses the "Rule of Seven:" offering at least seven different ways that families and community members can learn about what is happening in our school and comment on it.
- ☐ Other _____

10. **LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions. (Epstein, 1997)

- ☐ I provide families with materials they can use to monitor their child's progress.
- ☐ Our middle grade cluster has clearly articulated goals and activities that keep families informed about their children's homework.
- ☐ Our middle grade cluster links families with community resources that promote learning.
- ☐ Our school helps families understand student assessments and how to help students improve.
- ☐ Our school offers learning activities and events for the whole family.
- ☐ Our school includes parents and community members in developing students' learning outside of school activities.
- ☐ Other _____

Epstein, J.L., et.al. (1997). School, Family, and Community Partnerships: Your Handbook for Action. Corwin Press, Inc., Thousand Oaks, CA.

PART (B) — CONTINUED

11. **DECISION-MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations. (Epstein, 1997)

- ☐ Family members have easy access to my classroom policies and procedures.
- ☐ Our middle grade cluster involves families in planning and evaluating activities & programs.
- ☐ Our middle grade cluster involves families in planning orientation programs for new families.
- ☐ Our school provides family members with training on how to be co-decision makers.
- ☐ Our school encourages parents to become active participants on the school council and other building-based committees.
- ☐ Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.
- ☐ Other _____

12. **COLLABORATION WITH THE COMMUNITY:** Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community. (Epstein, 1997)

- ☐ Community members/organizations share their knowledge, and skills with my students.
- ☐ Our middle grade classes have formed partnerships with outside agencies, businesses or institutions of higher education as a way of enhancing student learning.
- ☐ Community service opportunities are provided for middle grade level students.
- ☐ Middle grade level cluster meeting time is devoted to discussing ways to improve/increase parent and community involvement.
- ☐ Community involvement is specified in the school improvement plan.
- ☐ Community representatives serve on subcommittees in our school.
- ☐ Other _____

13. Our school provides a positive climate for school – family – community partnerships.

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree

14. Please use this space (and the back of this page if necessary) for further comments and/or to record additional partnership programs or practice you have found to be successful in your classroom, middle grade cluster, or school.

Epstein, J.L., et.al. (1997). School, Family, and Community Partnerships: Your Handbook for Action. Corwin Press, Inc., Thousand Oaks, CA.

THANK YOU FOR YOUR TIME & COOPERATION!

Appendix E

School Cluster 1 Frequency Distributions

Parenting

Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each grade level. Assist schools in understanding families. (Epstein, 1997)

TABLE E1

Statement P1: Each year, I ask my families what types of workshops or informational events they would be interested in attending.

Variable Name: PAREN01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	18	21.4	69.2	69.2
Checked	1	08	09.5	30.8	100.0
	Total	26	31.0	100.0	

Note: $X_M = .31$ $SD = .47$ $Md = .00$ *Valid Cases = 26*

TABLE E2

Statement P2: Our middle grade cluster surveys parents to determine their needs and works to link parents with community resources.

Variable Name: PAREN02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	18	21.4	69.2	69.2
Checked	1	08	09.5	30.8	100.0
	Total	26	31.0	100.0	

Note: $X_M = .31$ $SD = .47$ $Md = .00$ *Valid Cases = 26*

TABLE E3

Statement P3: Our middle grade cluster provides families with information on adolescent development.

Variable Name: PAREN03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	14	16.7	53.8	53.8
Checked	1	12	14.3	46.2	100.0
	Total	26	31.0	100.0	

Note: $X_M = .46$ $SD = .51$ $Md = .00$ *Valid Cases = 26*

TABLE E4

Statement P4: Our school provides families with tips on how to help students with homework.

Variable Name: PAREN04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	07	08.3	26.9	26.9
Checked	1	19	22.6	73.1	100.0
	Total	26	31.0	100.0	

Note: $X_M = .73$ $SD = .45$ $Md = 1.00$ *Valid Cases = 26*

TABLE E5

Statement P5: Our school provides families with information about developing home conditions that support school learning.

Variable Name: PAREN05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	10	11.9	38.5	38.5
Checked	1	16	19.0	61.5	100.0
	Total	26	31.0	100.0	

Note: $X_M = .62$ $SD = .50$ $Md = 1.00$ *Valid Cases = 26*

TABLE E6

Statement P6: Our school provides workshops in different languages.

Variable Name: PAREN06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	14	16.7	53.8	53.8
Checked	1	12	14.3	46.2	100.0
	Total	26	31.0	100.0	

Note: $X_{\underline{M}} = .46$ $\underline{SD} = .51$ $\underline{Md} = .00$ *Valid Cases = 26*

Volunteering

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs. (Epstein, 1997)

TABLE E7

Statement V1: Family and/or community members are encouraged to volunteer in my classroom.

Variable Name: VOLUN01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	14	16.7	53.8	53.8
Checked	1	12	14.3	46.2	100.0
	Total	26	31.0	100.0	

Note: $X_{\underline{M}} = .46$ $\underline{SD} = .51$ $\underline{Md} = .00$ *Valid Cases = 26*

TABLE E8

Statement V2: Our middle grade cluster asks family members about their interests, talents, and availability for volunteering at school.

Variable Name: VOLUN02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	18	21.4	69.2	69.2
Checked	1	08	09.5	30.8	100.0
	Total	26	31.0	100.0	

Note: $X_M = .31$ $SD = .47$ $Md = .00$ *Valid Cases = 26*

TABLE E9

Statement V3: Our middle grade cluster solicits community members to volunteer in some way during the school year.

Variable Name: VOLUN03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	18	21.4	69.2	69.2
Checked	1	08	09.5	30.8	100.0
	Total	26	31.0	100.0	

Note: $X_M = .31$ $SD = .47$ $Md = .00$ *Valid Cases = 26*

TABLE E10

Statement V4: Our school offers volunteer opportunities for working and single parents.

Variable Name: VOLUN04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	15.5	50.0	50.0
Checked	1	13	15.5	50.0	100.0
	Total	26	31.0	100.0	

Note: $X_M = .50$ $SD = .51$ $Md = .50$ *Valid Cases = 26*

TABLE E11

Statement V5: Our school gathers information about the level and frequency of community participation in school programs/activities.

Variable Name: VOLUN05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	21	25.0	80.8	80.8
Checked	1	5	06.0	19.2	100.0
	Total	26	31.0	100.0	

Note: $X_M = .19$ $SD = .40$ $Md = .00$ *Valid Cases = 26*

TABLE E12

Statement V6: Volunteers are recognized for their contributions to our school.

Variable Name: VOLUN06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	14	16.7	53.8	53.8
Checked	1	12	14.3	46.2	100.0
	Total	26	31.0	100.0	

Note: $X_M = .46$ $SD = .51$ $Md = .00$ *Valid Cases = 26*

Communicating

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. (Epstein, 1997)

TABLE E13

Statement C1: Homework journals are used as part of my daily classroom routine.

Variable Name: COMMU01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	14	17.9	57.7	57.7
Checked	1	11	13.1	42.3	100.0
	Total	26	31.0	100.0	

Note: $X_M = .42$ $SD = .50$ $Md = .00$ *Valid Cases = 26*

TABLE E14

Statement C2: Our middle grade cluster distributes a grade-level curriculum packet / policies / expectations to all families.

Variable Name: COMMU02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	05	06.0	19.2	19.2
Checked	1	21	25.0	80.8	100.0
	Total	26	31.0	100.0	

Note: $X_M = .81$ $SD = .40$ $Md = 1.00$ *Valid Cases = 26*

TABLE E15

Statement C3: Our middle grade cluster teachers have ready access to telephones to communicate with parents during or after the school day.

Variable Name: COMMU03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	07	08.3	26.9	26.9
Checked	1	19	22.6	73.1	100.0
	Total	26	31.0	100.0	

Note: $X_M = .73$ $SD = .45$ $Md = 1.00$ *Valid Cases = 26*

TABLE E16

Statement C4: Our school makes every effort to communicate with family members who are non-readers.

Variable Name: COMMU04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	15	17.9	57.7	57.7
Checked	1	11	13.1	42.3	100.0
	Total	26	31.0	100.0	

Note: $X_M = .42$ $SD = .50$ $Md = .00$ *Valid Cases = 26*

TABLE E17

Statement C5: Staff members in our school make home visits.

Variable Name: COMMU05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	17	20.2	65.4	65.4
Checked	1	09	10.7	34.6	100.0
	Total	26	31.0	100.0	

Note: $X_M = .35$ $SD = .49$ $Md = .00$ *Valid Cases = 26*

TABLE E18

Statement C6: Our school uses the "Rule of Seven:" offering at least seven different ways that families and community members can learn about what is happening in our school and comment on it.

Variable Name: COMMU06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	26	31.0	100.0	100.0
Checked	1	0	00.0	00.0	100.0
	Total	26	31.0	100.0	

Note: $X_M = .00$ $SD = .00$ $Md = .00$ *Valid Cases = 26*

Learning at Home

Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions. (Epstein, 1997)

TABLE E19

Statement L1: I provide families materials they can use to monitor their child's progress.

Variable Name: LEARN01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	20	23.8	76.9	76.9
Checked	1	06	07.1	23.1	100.0
	Total	26	31.0	100.0	

Note: $X_M = .23$ $SD = .43$ $Md = .00$ *Valid Cases = 26*

TABLE E20

Statement L2: Our middle grade cluster has clearly articulated goals and activities that keep families informed about their children's homework.

Variable Name: LEARN02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	11	13.1	42.3	42.3
Checked	1	15	17.9	57.7	100.0
	Total	26	31.0	100.0	

Note: $X_M = .58$ $SD = .50$ $Md = 1.00$ *Valid Cases = 26*

TABLE E21

Statement L3: Our middle grade cluster links families with community resources that promote learning.

Variable Name: LEARN03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13.0	15.5	50.0	50.0
Checked	1	13.0	15.5	50.0	100.0
	Total	26	31.0	100.0	

Note: $X_M = .51$ $SD = .50$ $Md = .50$ *Valid Cases = 26*

TABLE E22

Statement L4: Our school helps families understand student assessments and how to help students improve.

Variable Name: LEARN04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	12	14.3	46.2	46.2
Checked	1	14	16.7	53.8	100.0
	Total	26	31.0	100.0	

Note: $X_M = .54$ *SD = .51* *Md = 1.00* *Valid Cases = 26*

TABLE E23

Statement L5: Our school offers learning activities and events for the whole family.

Variable Name: LEARN05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	08	09.5	30.8	30.8
Checked	1	18	21.4	69.2	100.0
	Total	26	31.0	100.0	

Note: $X_M = .69$ *SD = .47* *Md = 1.00* *Valid Cases = 26*

TABLE E24

Statement L6: Our school includes parents and community members in developing students' learning outside of school activities.

Variable Name: LEARN06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	15	17.9	57.7	57.7
Checked	1	11	13.1	42.3	100.0
	Total	26	31.0	100.0	

Note: $X_M = .42$ $SD = .50$ $Md = .00$ *Valid Cases = 26*

Decision-Making

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations. (Epstein, 1997)

TABLE E25

Statement D1: Family members have easy access to my classroom policies and procedures.

Variable Name: DECIS01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	07	08.3	26.9	26.9
Checked	1	19	22.6	73.1	100.0
	Total	26	31.0	100.0	

Note: $X_M = .73$ $SD = .45$ $Md = 1.00$ *Valid Cases = 26*

TABLE E26

Statement D2: Our middle grade cluster involves families in planning and evaluating activities & programs.

Variable Name: DECIS02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	23	27.4	88.5	88.5
Checked	1	03	03.6	11.5	100.0
	Total	26	31.0	100.0	

Note: $X_M = .12$ $SD = .33$ $Md = .00$ *Valid Cases = 26*

TABLE E27

Statement D3: Our middle grade cluster involves families in planning orientation programs for new families.

Variable Name: DECIS03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	22	26.2	84.6	84.6
Checked	1	04	04.8	15.4	100.0
	Total	26	31.0	100.0	

Note: $X_M = .15$ $SD = .37$ $Md = .00$ *Valid Cases = 26*

TABLE E28

Statement D4: Our school provides family members with training on how to be co-decision makers.

Variable Name: DECIS04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	23	27.4	88.5	88.5
Checked	1	03	03.6	11.5	100.0
	Total	26	31.0	100.0	

Note: $X_M = .12$ $SD = .33$ $Md = .00$ *Valid Cases = 26*

TABLE E29

Statement D5: Our school encourages parents to become active participants on the school council and other building-based committees.

Variable Name: DECIS05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	05	06.0	19.2	19.2
Checked	1	21	25.0	80.8	100.0
	Total	26	31.0	100.0	

Note: $X_M = .81$ $SD = .40$ $Md = 1.00$ *Valid Cases = 26*

TABLE E30

Statement D6: Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.

Variable Name: DECIS06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	10	11.9	38.5	38.5
Checked	1	16	19.0	61.5	100.0
	Total	26	31.0	100.0	

Note: $X_M = .62$ *SD = .50* *Md = 1.00* *Valid Cases = 26*

Collaboration with the Community

Coordinate resources and service for families, students, and the school with businesses, agencies, and other groups, and provide services to the community. (Epstein, 1997)

TABLE E31

Statement CC1: Community members/organizations share their knowledge, and skills with my students.

Variable Name: COLLA01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	10	11.9	38.5	38.5
Checked	1	16	19.0	61.5	100.0
	Total	26	31.0	100.0	

Note: $X_M = .62$ $SD = .50$ $Md = 1.00$ *Valid Cases = 26*

TABLE E32

Statement CC2: Our middle grade classes have formed partnerships with outside agencies, businesses or institutions of higher education as a way of enhancing student learning.

Variable Name: COLLA02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	09	10.7	34.6	34.6
Checked	1	17	20.2	65.4	100.0
	Total	26	31.0	100.0	

Note: $X_M = .65$ $SD = .49$ $Md = 1.00$ *Valid Cases = 26*

TABLE E33

Statement CC3: Community service opportunities are provided for middle grade level students.

Variable Name: COLLAO3

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	18	21.4	69.2	69.2
Checked	1	08	09.5	30.8	100.0
	Total	26	31.0	100.0	

Note: $X_M = .31$ $SD = .47$ $Md = .00$ *Valid Cases = 26*

TABLE E34

Statement CC4: Middle grade cluster meeting time is devoted to discussing ways to improve/increase parent and community involvement.

Variable Name: COLLA04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	09	10.7	34.6	34.6
Checked	1	17	20.2	65.4	100.0
	Total	26	31.0	100.0	

Note: $X_M = .65$ *SD = .49* *Md = 1.00* *Valid Cases = 26*

TABLE E35

Statement CC5: Community involvement is specified in the school improvement plan.

Variable Name: COLLA05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	09	10.7	34.6	34.6
Checked	1	17	20.2	65.4	100.0
	Total	26	31.0	100.0	

Note: $X_M = .65$ *SD = .49* *Md = 1.00* *Valid Cases = 26*

TABLE E36

Statement CC6: Community representatives serve on subcommittees in our school.

Variable Name: COLLA06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	10	11.9	38.5	38.5
Checked	1	16	19.0	61.5	100.0
	Total	26	31.0	100.0	

Note: $X_{\underline{M}} = .50$ $\underline{SD} = .51$ $\underline{Md} = .50$ *Valid Cases = 26*

Appendix F

School Cluster 2 Frequency Distributions

Parenting

Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each grade level. Assist schools in understanding families. (Epstein, 1997)

TABLE F1

Statement P1: Each year, I ask my families what types of workshops or informational events they would be interested in attending.

Variable Name: PAREN01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	17	24.6	81.0	81.0
Checked	1	04	05.8	19.0	100.0
	Total	21	30.4	100.0	

Note: $X_M = .19$ $SD = .40$ $Md = .00$ *Valid Cases = 21*

TABLE F2

Statement P2: Our middle grade cluster surveys parents to determine their needs and works to link parents with community resources.

Variable Name: PAREN02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	14	20.3	66.7	66.7
Checked	1	7	10.1	33.3	100.0
	Total	21	30.4	100.0	

Note: $X_M = .33$ $SD = .48$ $Md = .00$ *Valid Cases = 21*

TABLE F3

Statement P3: Our middle grade cluster provides families with information on adolescent development.

Variable Name: PAREN03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	18.8	61.9	61.9
Checked	1	8	11.6	38.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .38$ $SD = .50$ $Md = .00$ *Valid Cases = 21*

TABLE F4

Statement P4: Our school provides families with tips on how to help students with homework.

Variable Name: PAREN04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	05	7.2	23.8	23.8
Checked	1	16	23.2	76.2	100.0
	Total	21	30.4	100.0	

Note: $X_M = .76$ $SD = .44$ $Md = 1.00$ *Valid Cases = 21*

TABLE F5

Statement P5: Our school provides families with information about developing home conditions that support school learning.

Variable Name: PAREN05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	10	14.5	47.6	47.6
Checked	1	11	15.9	52.4	100.0
	Total	21	30.4	100.0	

Note: $X_M = .52$ $SD = .51$ $Md = 1.00$ *Valid Cases = 21*

TABLE F6

Statement P6: Our school provides workshops in different languages.

Variable Name: PAREN06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	19	27.5	90.5	90.5
Checked	1	2	2.9	9.5	100.0
	Total	21	30.4	100.0	

Note: $X_M = 9.52E\text{-}02$ $SD = .30$ $Md = .00$ *Valid Cases = 21*

Volunteering

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

(Epstein, 1997)

TABLE F7

Statement V1: Family and/or community members are encouraged to volunteer in my classroom.

Variable Name: VOLUN01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	5	7.2	23.8	23.8
Checked	1	16	23.2	76.2	100.0
	Total	21	30.4	100.0	

Note: $X_M = .76$ SD = .44 Md = 1.00 Valid Cases = 21

TABLE F8

Statement V2: Our middle grade cluster asks family members about their interests, talents, and availability for volunteering at school.

Variable Name: VOLUN02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	10	14.5	47.6	47.6
Checked	1	11	15.9	52.4	100.0
	Total	21	30.4	100.0	

Note: $X_M = .52$ SD = .51 Md = 1.00 Valid Cases = 21

TABLE F9

Statement V3: Our middle grade cluster solicits community members to volunteer in some way during the school year.

Variable Name: VOLUN03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	12	17.4	57.1	57.1
Checked	1	9	13.0	42.9	100.0
	Total	21	30.4	100.0	

Note: $X_M = .43$ SD = .51 Md = .00 Valid Cases = 21

TABLE F10

Statement V4: Our school offers volunteer opportunities for working and single parents.

Variable Name: VOLUN04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	18.8	61.9	61.9
Checked	1	8	11.6	38.1	100.0
	Total	21	304	100.0	

Note: $X_M = .38$ $SD = .50$ $Md = .00$ *Valid Cases = 21*

TABLE F11

Statement V5: Our school gathers information about the level and frequency of community participation in school programs/activities.

Variable Name: VOLUN05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	18.8	61.9	61.9
Checked	1	8	11.6	38.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .38$ $SD = .50$ $Md = .00$ *Valid Cases = 21*

TABLE F12

Statement V6: Volunteers are recognized for their contributions to our school.

Variable Name: VOLUN06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	7	10.1	33.3	33.3
Checked	1	14	20.3	66.7	100.0
	Total	21	30.4	100.0	

Note: $X_{\underline{M}} = .67$ $\underline{SD} = .48$ $\underline{Md} = 1.00$ *Valid Cases = 21*

Communicating

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. (Epstein, 1997)

TABLE F13

Statement C1: Homework journals are used as part of my daily classroom routine.

Variable Name: COMMU01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	9	13.0	42.9	42.9
Checked	1	12	17.4	57.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .57$ $\underline{SD} = .51$ $\underline{Md} = 1.00$ *Valid Cases = 21*

TABLE F14

Statement C2: Our middle grade cluster distributes a grade-level curriculum packet / policies / expectations to all families.

Variable Name: COMMU02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	04	5.8	19	19.0
Checked	1	17	24.6	81.0	100.0
	Total	21	30.4	100.0	

Note: $X_M = .81$ $\underline{SD} = .40$ $\underline{Md} = 1.00$ *Valid Cases = 21*

TABLE F15

Statement C3: Our middle grade cluster teachers have ready access to telephones to communicate with parents during or after the school day.

Variable Name: COMMU03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	08	11.6	38.1	38.1
Checked	1	13	18.8	61.9	100.0
	Total	21	30.4	100.0	

Note: $X_M = .62$ $SD = .50$ $Md = 1.00$ *Valid Cases = 21*

TABLE F16

Statement C4: Our school makes every effort to communicate with family members who are non-readers.

Variable Name: COMMU04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	12	17.4	57.1	57.1
Checked	1	09	13.0	42.9	100.0
	Total	21	30.4	100.0	

Note: $X_M = .43$ $SD = .51$ $Md = .00$ *Valid Cases = 21*

TABLE F17

Statement C5: Staff members in our school make home visits.

Variable Name: COMMU05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	16	23.2	76.2	76.2
Checked	1	05	07.2	23.8	100.0
	Total	21	30.4	100.0	

Note: $X_M = .24$ $SD = .44$ $Md = .00$ *Valid Cases = 21*

TABLE F18

Statement C6: Our school uses the "Rule of Seven:" offering at least seven different ways that families and community members can learn about what is happening in our school and comment on it.

Variable Name: COMMU06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	26	30.4	100.0	100.0
Checked	1	0	00.0	00.0	100.0
	Total	21	30.4	100.0	

Note: $X_M = .00$ $SD = .00$ $Md = .00$ *Valid Cases = 21*

Learning at Home

Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions. (Epstein, 1997)

TABLE F19

Statement L1: I provide families materials they can use to monitor their child's progress.

Variable Name: LEARN01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	18.8	61.9	61.9
Checked	1	08	11.6	38.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .38$ $SD = .50$ $Md = .00$ *Valid Cases = 21*

TABLE F20

Statement L2: Our middle grade cluster has clearly articulated goals and activities that keep families informed about their children's homework.

Variable Name: LEARN02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	06	08.7	28.6	28.6
Checked	1	15	21.7	71.4	100.0
	Total	21	30.4	100.0	

Note: $X_M = .71$ $SD = .46$ $Md = 1.00$ *Valid Cases = 21*

TABLE F21

Statement L3: Our middle grade cluster links families with community resources that promote learning.

Variable Name: LEARN03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	18.8	61.9	61.9
Checked	1	08	11.6	38.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .38$ $SD = .50$ $Md = .00$ *Valid Cases = 21*

TABLE F22

Statement L4: Our school helps families understand student assessments and how to help students improve.

Variable Name: LEARN04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	10	14.5	47.6	47.6
Checked	1	11	15.9	52.4	100.0
	Total	21	30.4	100.0	

Note: $X_M = .52$ $SD = .51$ $Md = 1.00$ *Valid Cases = 21*

TABLE F23

Statement L5: Our school offers learning activities and events for the whole family.

Variable Name: LEARN05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	04	05.8	19.0	19.0
Checked	1	17	24.6	81.0	100.0
	Total	21	30.4	100.0	

Note: $X_M = .81$ $SD = .40$ $Md = 1.00$ *Valid Cases = 21*

TABLE F24

Statement L6: Our school includes parents and community members in developing students' learning outside of school activities.

Variable Name: LEARN06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	18.8	61.9	61.9
Checked	1	08	11.6	38.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .38$ $SD = .50$ $Md = .00$ *Valid Cases = 21*

Decision-Making

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations. (Epstein, 1997)

TABLE F25

Statement D1: Family members have easy access to my classroom policies and procedures.

Variable Name: DECIS01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	04	05.8	19.0	19.0
Checked	1	17	24.6	81.0	100.0
	Total	21	30.4	100.0	

Note: $X_M = .81$ *SD = .40* *Md = 1.00* *Valid Cases = 21*

TABLE F26

Statement D2: Our middle grade cluster involves families in planning and evaluating activities & programs.

Variable Name: DECIS02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	17	24.6	81.0	81.0
Checked	1	04	05.8	19.0	100.0
	Total	21	30.4	100.0	

Note: $X_M = .19$ $SD = .40$ $Md = .00$ *Valid Cases = 21*

TABLE F27

Statement D3: Our middle grade cluster involves families in planning orientation programs for new families.

Variable Name: DECIS03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	17	24.6	81.0	81.0
Checked	1	04	05.8	19.0	100.0
	Total	21	0.4	100.0	

Note: $X_M = .19$ $SD = .40$ $Md = .00$ *Valid Cases = 21*

TABLE F28

Statement D4: Our school provides family members with training on how to be co-decision makers.

Variable Name: DECIS04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	19	27.5	90.5	90.5
Checked	1	02	02.9	09.5	100.0
	Total	21	30.4	100.0	

Note: $X_M = 9.52E\text{-}02$ $SD = .30$ $Md = .00$ *Valid Cases = 21*

TABLE F29

Statement D5: Our school encourages parents to become active participants on the school council and other building-based committees.

Variable Name: DECIS05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	02	02.9	09.5	09.5
Checked	1	19	27.5	90.5	100.0
	Total	21	30.4	100.0	

Note: $X_M = .90$ $SD = .30$ $Md = 1.00$ *Valid Cases = 21*

TABLE F30

Statement D6: Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.

Variable Name: DECIS06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	05	07.2	23.8	23.8
Checked	1	16	23.2	76.2	100.0
	Total	21	30.4	100.0	

Note: $X_M = .76$ $SD = .44$ $Md = 1.00$ *Valid Cases = 21*

Collaboration with the Community

Coordinate resources and service for families, students, and the school with businesses, agencies, and other groups, and provide services to the community. (Epstein, 1997)

TABLE F31

Statement CC1: Community members/organizations share their knowledge, and skills with my students.

Variable Name: COLLA01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	05	07.2	23.8	23.8
Checked	1	16	23.2	76.2	100.0
	Total	21	30.4	100.0	

Note: $X_M = .76$ $SD = .44$ $Md = 1.00$ *Valid Cases = 21*

TABLE F32

Statement CC2: Our middle grade classes have formed partnerships with outside agencies, businesses or institutions of higher education as a way of enhancing student learning.

Variable Name: COLLA02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	09	13.0	42.9	42.9
Checked	1	12	17.4	57.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .57$ *SD = .51* *Md = 1.00* *Valid Cases = 21*

TABLE F33

Statement CC3: Community service opportunities are provided for middle grade level students.

Variable Name: COLLAO3

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	18.8	61.9	61.9
Checked	1	08	11.6	38.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .38$ *SD = .50* *Md = .00* *Valid Cases = 21*

TABLE F34

Statement CC4: Middle grade cluster meeting time is devoted to discussing ways to improve/increase parent and community involvement.

Variable Name: COLLA04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	18.8	61.9	61.9
Checked	1	08	11.6	38.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .38$ $SD = .50$ $Md = .00$ *Valid Cases = 21*

TABLE F35

Statement CC5: Community involvement is specified in the school improvement plan.

Variable Name: COLLA05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	09	13.0	42.9	42.9
Checked	1	12	17.4	57.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .57$ $SD = .51$ $Md = 1.00$ *Valid Cases = 21*

TABLE F36

Statement CC6: Community representatives serve on subcommittees in our school.

Variable Name: COLLA06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	18.8	61.9	61.9
Checked	1	08	11.6	38.1	100.0
	Total	21	30.4	100.0	

Note: $X_M = .38$ $SD = .50$ $Md = .50$ *Valid Cases = 21*

Appendix G

School Cluster 3 Frequency Distributions

Parenting

Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each grade level. Assist schools in understanding families. (Epstein, 1997)

TABLE G1

Statement P1: Each year, I ask my families what types of workshops or informational events they would be interested in attending.

Variable Name: PAREN01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	17	17.7	73.9	73.9
Checked	1	06	06.3	26.1	100.0
	Total	23	24.0	100.0	

Note: $X_M = .26$ $SD = .45$ $Md = .00$ *Valid Cases = 23*

TABLE G2

Statement P2: Our middle grade cluster surveys parents to determine their needs and works to link parents with community resources.

Variable Name: PAREN02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	21	21.9	91.3	91.3
Checked	1	2	02.1	08.7	100.0
	Total	23	24.0	100.0	

Note: X_M = 8.70E-02 SD = .29 Md = .00 *Valid Cases = 23*

TABLE G3

Statement P3: Our middle grade cluster provides families with information on adolescent development.

Variable Name: PAREN03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	14	14.6	60.9	60.9
Checked	1	09	09.4	39.1	100.0
	Total	23	24.0	100.0	

Note: X_M = .39 SD = .50 Md = .00 *Valid Cases = 23*

TABLE G4

Statement P4: Our school provides families with tips on how to help students with homework.

Variable Name: PAREN04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	06	06.3	26.1	26.1
Checked	1	17	17.7	73.9	100.0
	Total	23	24.0	100.0	

Note: $X_M = .74$ $SD = .45$ $Md = 1.00$ *Valid Cases = 23*

TABLE G5

Statement P5: Our school provides families with information about developing home conditions that support school learning.

Variable Name: PAREN05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	11	11.5	47.8	47.8
Checked	1	12	12.5	52.2	100.0
	Total	23	24.0	100.0	

Note: $X_M = .52$ $SD = .51$ $Md = 1.00$ *Valid Cases = 23*

TABLE G6

Statement P6: Our school provides workshops in different languages.

Variable Name: PAREN06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	20	20.8	87.0	87.0
Checked	1	3	03.1	13.0	100.0
	Total	23	24.0	100.0	

Note: $X_M = .13$ $SD = .34$ $Md = .00$ *Valid Cases = 23*

Volunteering

Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

(Epstein, 1997)

TABLE G7

Statement V1: Family and/or community members are encouraged to volunteer in my classroom.

Variable Name: VOLUN01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	07	07.3	30.4	30.4
Checked	1	16	16.7	69.6	100.0
	Total	23	24.0	100.0	

Note: $X_M = .70$ *SD = .47* *Md = 1.00* *Valid Cases = 23*

TABLE G8

Statement V2: Our middle grade cluster asks family members about their interests, talents, and availability for volunteering at school.

Variable Name: VOLUN02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	04	04.2	17.4	17.4
Checked	1	19	19.8	82.6	100.0
	Total	23	24.0	100.0	

Note: $X_M = .83$ $SD = .39$ $Md = 1.00$ *Valid Cases = 23*

TABLE G9

Statement V3: Our middle grade cluster solicits community members to volunteer in some way during the school year.

Variable Name: VOLUN03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	06	06.3	26.1	26.1
Checked	1	17	17.7	73.9	100.0
	Total	23	24.0	100.0	

Note: $X_M = .74$ $SD = .45$ $Md = 1.00$ *Valid Cases = 23*

TABLE G10

Statement V4: Our school offers volunteer opportunities for working and single parents.

Variable Name: VOLUN04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	07	07.3	30.4	30.4
Checked	1	16	16.7	69.6	100.0
	Total	23	24.0	100.0	

Note: $X_M = .70$ $SD = .47$ $Md = 1.00$ *Valid Cases = 23*

TABLE G11

Statement V5: Our school gathers information about the level and frequency of community participation in school programs/activities.

Variable Name: VOLUN05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	17	17.7	73.9	73.9
Checked	1	06	06.3	26.1	100.0
	Total	23	24.0	100.0	

Note: $X_M = .26$ $SD = .45$ $Md = .00$ *Valid Cases = 23*

TABLE G12

Statement V6: Volunteers are recognized for their contributions to our school.

Variable Name: VOLUN06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	11	11.5	47.8	47.8
Checked	1	12	12.5	52.2	100.0
	Total	23	24.0	100.0	

Note: $X_M = .52$ SD = .51 Md = 1.00 Valid Cases = 23

Communicating

Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. (Epstein, 1997)

TABLE G13

Statement C1: Homework journals are used as part of my daily classroom routine.

Variable Name: COMMU01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	12	12.5	52.2	52.2
Checked	1	11	11.5	47.8	100.0
	Total	23	24.0	100.0	

Note: $X_M = .48$ SD = .51 Md = .00 Valid Cases = 23

TABLE G14

Statement C2: Our middle grade cluster distributes a grade-level curriculum packet / policies / expectations to all families.

Variable Name: COMMU02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	02	02.1	08.7	08.7
Checked	1	21	21.9	91.3	100.0
	Total	23	24.0	100.0	

Note: $X_M = .91$ $SD = .29$ $Md = 1.00$ *Valid Cases = 23*

TABLE G15

Statement C3: Our middle grade cluster teachers have ready access to telephones to communicate with parents during or after the school day.

Variable Name: COMMU03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	10	10.4	43.5	43.5
Checked	1	13	13.5	56.5	100.0
	Total	23	24.0	100.0	

Note: $X_M = .57$ $SD = .51$ $Md = 1.00$ *Valid Cases = 23*

TABLE G16

Statement C4: Our school makes every effort to communicate with family members who are non-readers.

Variable Name: COMMU04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	13.5	56.5	56.5
Checked	1	10	10.4	43.5	100.0
	Total	23	24.0	100.0	

Note: $X_M = .43$ $SD = .51$ $Md = .00$ *Valid Cases = 23*

TABLE G17

Statement C5: Staff members in our school make home visits.

Variable Name: COMMU05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	17	17.7	73.9	73.9
Checked	1	06	06.3	26.1	100.0
	Total	23	24.0	100.0	

Note: $X_M = .26$ $SD = .45$ $Md = .00$ *Valid Cases = 23*

TABLE G18

Statement C6: Our school uses the "Rule of Seven:" offering at least seven different ways that families and community members can learn about what is happening in our school and comment on it.

Variable Name: COMMU06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	22	22.9	95.7	95.7
Checked	1	01	01.0	04.3	100.0
	Total	23	24.0	100.0	

Note: X_M = *4.35E-02* *SD* = *.21* *Md* = *.00* *Valid Cases* = *23*

Learning at Home

Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions. (Epstein, 1997)

TABLE G19

Statement L1: I provide families materials they can use to monitor their child's progress.

Variable Name: LEARN01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	14	14.6	60.9	60.9
Checked	1	09	09.4	39.1	100.0
	Total	23	24.0	100.0	

Note: $X_M = .39$ $\underline{SD} = .50$ $\underline{Md} = .00$ *Valid Cases = 23*

TABLE G20

Statement L2: Our middle grade cluster has clearly articulated goals and activities that keep families informed about their children's homework.

Variable Name: LEARN02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	10	10.4	43.5	43.5
Checked	1	13	13.5	56.5	100.0
	Total	23	24.0	100.0	

Note: $X_M = .57$ $SD = .51$ $Md = 1.00$ *Valid Cases = 23*

TABLE G21

Statement L3: Our middle grade cluster links families with community resources that promote learning.

Variable Name: LEARN03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	07	07.3	30.4	30.4
Checked	1	16	16.7	69.6	100.0
	Total	23	24.0	100.0	

Note: $X_M = .70$ $SD = .47$ $Md = 1.00$ *Valid Cases = 23*

TABLE G22

Statement L4: Our school helps families understand student assessments and how to help students improve.

Variable Name: LEARN04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	11	11.5	47.8	47.8
Checked	1	12	12.5	52.2	100.0
	Total	23	24.0	100.0	

Note: $X_M = .52$ $SD = .51$ $Md = 1.00$ *Valid Cases = 23*

TABLE G23

Statement L5: Our school offers learning activities and events for the whole family.

Variable Name: LEARN05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	08	08.3	34.8	34.8
Checked	1	15	15.6	65.2	100.0
	Total	23	24.0	100.0	

Note: $X_M = .65$ $SD = .49$ $Md = 1.00$ *Valid Cases = 23*

TABLE G24

Statement L6: Our school includes parents and community members in developing students' learning outside of school activities.

Variable Name: LEARN06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	12	12.5	52.2	52.2
Checked	1	11	11.5	47.8	100.0
	Total	23	24.0	100.0	

Note: $X_M = .48$ $SD = .51$ $Md = .00$ *Valid Cases = 23*

Decision-Making

Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations. (Epstein, 1997)

TABLE G25

Statement D1: Family members have easy access to my classroom policies and procedures.

Variable Name: DECIS01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	09	09.4	39.1	39.1
Checked	1	14	14.6	60.9	100.0
	Total	23	24.0	100.0	

Note: $X_{\underline{M}} = .61$ $\underline{SD} = .50$ $\underline{Md} = 1.00$ *Valid Cases = 23*

TABLE G26

Statement D2: Our middle grade cluster involves families in planning and evaluating activities & programs.

Variable Name: DECIS02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	18	18.8	78.3	78.3
Checked	1	05	05.2	21.7	100.0
	Total	23	24.0	100.0	

Note: $X_M = .22$ $SD = .42$ $Md = .00$ *Valid Cases = 23*

TABLE G27

Statement D3: Our middle grade cluster involves families in planning orientation programs for new families.

Variable Name: DECIS03

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	19	19.8	82.6	82.6
Checked	1	04	04.2	17.4	100.0
	Total	23	24.0	100.0	

Note: $X_M = .17$ $SD = .39$ $Md = .00$ *Valid Cases = 23*

TABLE G28

Statement D4: Our school provides family members with training on how to be co-decision makers.

Variable Name: DECIS04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	21	21.9	91.3	91.3
Checked	1	02	02.1	08.7	100.0
	Total	23	24.0	100.0	

Note: X_M = 8.70E-02 SD = .29 Md = .00 *Valid Cases = 23*

TABLE G29

Statement D5: Our school encourages parents to become active participants on the school council and other building-based committees.

Variable Name: DECIS05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	04	04.2	17.4	17.4
Checked	1	19	19.8	82.6	100.0
	Total	23	24.0	100.0	

Note: X_M = .83 SD = .39 Md = 1.00 *Valid Cases = 23*

TABLE G30

Statement D6: Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.

Variable Name: DECIS06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	07	07.3	30.4	30.4
Checked	1	16	16.7	69.6	100.0
	Total	23	24.0	100.0	

Note: $X_M = .70$ $SD = .47$ $Md = 1.00$ *Valid Cases = 23*

Collaboration with the Community

Coordinate resources and service for families, students, and the school with businesses, agencies, and other groups, and provide services to the community. (Epstein, 1997)

TABLE G31

Statement CC1: Community members/organizations share their knowledge, and skills with my students.

Variable Name: COLLA01

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	07	07.3	30.4	30.4
Checked	1	16	16.7	69.6	100.0
	Total	23	24.0	100.0	

Note: $X_M = .70$ $SD = .47$ $Md = 1.00$ *Valid Cases = 23*

TABLE G32

Statement CC2: Our middle grade classes have formed partnerships with outside agencies, businesses or institutions of higher education as a way of enhancing student learning.

Variable Name: COLLA02

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	06	06.3	26.1	26.1
Checked	1	17	17.1	73.9	100.0
	Total	23	24.0	100.0	

Note: $X_M = .74$ $SD = .45$ $Md = 1.00$ *Valid Cases = 23*

TABLE G33

Statement CC3: Community service opportunities are provided for middle grade level students.

Variable Name: COLLAO3

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	13.5	56.5	56.5
Checked	1	10	10.4	43.5	100.0
	Total	23	24.0	100.0	

Note: $X_M = .43$ $SD = .51$ $Md = .00$ *Valid Cases = 23*

TABLE G34

Statement CC4: Middle grade cluster meeting time is devoted to discussing ways to improve/increase parent and community involvement.

Variable Name: COLLA04

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	13	13.5	56.5	56.5
Checked	1	10	10.4	43.5	100.0
	Total	23	24.0	100.0	

Note: $X_M = .43$ $SD = .51$ $Md = .00$ *Valid Cases = 23*

TABLE G35

Statement CC5: Community involvement is specified in the school improvement plan.

Variable Name: COLLA05

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	08	08.3	34.8	34.8
Checked	1	15	15.6	65.2	100.0
	Total	23	24.0	100.0	

Note: $X_M = .65$ $SD = .49$ $Md = 1.00$ *Valid Cases = 23*

TABLE G36

Statement CC6: Community representatives serve on subcommittees in our school.

Variable Name: COLLA06

Value Label	Value	Frequency	Percent	Valid Percent	Cumulative Percent
Blank	0	11	11.5	47.8	47.8
Checked	1	12	12.5	52.2	100.0
	Total	23	24.0	100.0	

Note: $X_M = .52$ $SD = .51$ $Md = 1.00$ *Valid Cases = 23*

Appendix H

School Cluster 1 Regression Analysis Data

Parenting

Table H1

PARENTING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	PAREN06, PAREN04, PAREN01, PAREN02, PAREN03, PAREN05[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table H2

PARENTING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.480	.230	-.013	3.5929

a. Predictors: (Constant), PAREN06, PAREN04, PAREN01, PAREN02, PAREN03, PAREN05

Table H3

PARENTING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.412	6	12.235	.948	.485[a]
	Residual	245.263	19	12.909		
	Total	318.676	25			

a. Predictors: (Constant), PAREN06, PAREN04, PAREN01, PAREN02, PAREN03, PAREN05

b. Dependent Variable: PROFADV

Volunteering

Table H4

VOLUNTEERING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	VOLUN06, VOLUN03, VOLUN05, VOLUN01, VOLUN02, VOLUN04[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table H5

VOLUNTEERING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.538[a]	.340	.132	3.3271

a. Predictors: (Constant), VOLUN06, VOLUN03, VOLUN05, VOLUN01, VOLUN02, VOLUN04

Table H6

VOLUNTEERING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	108.348	6	18.058	1.631	.193[a]
	Residual	210.328	19	11.070		
	Total	318.676	25			

a. Predictors: (Constant), VOLUN06, VOLUN03, VOLUN05, VOLUN01, VOLUN02, VOLUN04

b. Dependent Variable: PROFADV

Communicating

Table H7

COMMUNICATING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COMMU05, COMMU01, COMMU03, COMMU04, COMMU02[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table H8

COMMUNICATING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.430[a]	.185	-.019	3.6044

a. Predictors: (Constant), COMMU05, COMMU01, COMMU03, COMMU04, COMMU02

Table H9

COMMUNICATING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.840	5	11.768	.906	.497[a]
	Residual	259.835	20	12.992		
	Total	318.676	25			

a. Predictors: (Constant), COMMU05, COMMU01, COMMU03, COMMU04, COMMU02

b. Dependent Variable: PROFADV

Table H10

LEARNING AT HOME Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	LEARN06, LEARN02, LEARN01, LEARN05, LEARN04, LEARN03[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table H11

LEARNING AT HOME Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727[a]	.529	.380	2.8104

a. Predictors: (Constant), LEARN06, LEARN02, LEARN01, LEARN05, LEARN04, LEARN03

Table H12

LEARNING AT HOME ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	168.604	6	28.101	3.558	.016[a]
	Residual	150.072	19	7.899		
	Total	318.676	25			

a. Predictors: (Constant), LEARN06, LEARN02, LEARN01, LEARN05, LEARN04, LEARN03

b. Dependent Variable: PROFADV

Table H13

DECISION-MAKING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	DECSI06, DECIS04, DECIS02, DECIS01, DECIS03, DECIS05[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table H14

DECISION-MAKING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.666[a]	.443	.267	3.0560

Predictors: (Constant), DECIS06, DECIS04, DECIS02, DECIS01, DECIS03, DECIS05

Table H15

DECISION-MAKING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	141.228	6	23.538	2.520	.058[a]
	Residual	177.448	19	9.339		
	Total	318.676	25			

a. Predictors: (Constant), DECIS06, DECIS04, DECIS02, DECIS01, DECIS03, DECIS05

b. Dependent Variable: PROFADV

Table H16

COLLABORATION WITH THE COMMUNITY Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA06, COLLA01, COLLA03, COLLA02, COLLA04, COLLA05[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table H17

COLLABORATION WITH THE COMMUNITY Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530[a]	.281	.054	3.4727

a. Predictors: (Constant), COLLA06, COLLA01, COLLA03, COLLA02, COLLA04, COLLA05

Table H18

COLLABORATION WITH THE COMMUNITY ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	89.543	6	14.924	1.237	.331[a]
	Residual	229.133	19	12.060		
	Total	318.676	25			

a. Predictors: (Constant), COLLA06, COLLA01, COLLA03, COLLA02, COLLA04, COLLA05

b. Dependent Variable: PROFADV

Table H19

CLASSROOM STRATEGIES Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA01, COMMU01, PAREN01, DECIS01, LEARN01, VOLUN01[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table H20

CLASSROOM STRATEGIES Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.704[a]	.495	.336	2.9096

a. Predictors: (Constant), COLLA01, COMMU01, PAREN01, DECIS01, LEARN01, VOLUN01

Table H21

CLASSROOM STRATEGIES ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	157.822	6	26.304	3.107	.027[a]
	Residual	160.854	19	8.466		
	Total	318.676	25			

a. Predictors: (Constant), COLLA01, COMMU01, PAREN01, DECIS01, LEARN01, VOLUN01

b. Dependent Variable: PROFADV

Table H22

GRADE CLUSTER STRATEGIES Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA03, DECIS02, COMMU03, DECIS03, PAREN02, VOLUN02, COLLA02, PAREN03, COMMU02, VOLUN03, LEARN03, LEARN02[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table H23

GRADE CLUSTER STRATEGIES Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.754[a]	.569	.171	3.2503

a. Predictors: (Constant), COLLA03, DECIS02, COMMU03, DECIS03, PAREN02, VOLUN02, COLLA02, PAREN03, COMMU02, VOLUN03, LEARN03, LEARN02

Table H24

GRADE CLUSTER STRATEGIES ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	181.336	12	15.111	1.430	.265[a]
	Residual	137.339	13	10.565		
	Total	318.676	25			

a. Predictors: (Constant), COLLA03, DECIS02, COMMU03, DECIS03, PAREN02, VOLUN02, COLLA02, PAREN03, COMMU02, VOLUN03, LEARN03, LEARN02

b. Dependent Variable: PROFADV

Warnings: For models with dependent variable PROFADV, the following variables are constants or have missing correlations: COMMU06. They will be deleted from the analysis.

Table H25

SCHOOLWIDE STRATEGIES Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA06, PAREN05, VOLUN05, VOLUN06, LEARN05, LEARN06, DECIS04, DECIS05, COMMU04, LEARN04, PAREN04, COLLA05, DECIS06, VOLUN04, PAREN06, COMMU05, COLLA04[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table H26

SCHOOLWIDE STRATEGIES Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.885[a]	.783	.323	2.9381

a. Predictors: (Constant), COLLA06, PAREN05, VOLUN05, VOLUN06, LEARN05, LEARN06, DECIS04, DECIS05, COMMU04, LEARN04, PAREN04, COLLA05, DECIS06, VOLUN04, PAREN06, COMMU05, COLLA04

Table H27

SCHOOLWIDE STRATEGIES ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	249.616	17	14.683	1.701	.225[a]
	Residual	69.060	8	8.632		
	Total	318.676	25			

a. Predictors: (Constant), COLLA06, PAREN05, VOLUN05, VOLUN06, LEARN05, LEARN06, DECIS04, DECIS05, COMMU04, LEARN04, PAREN04, COLLA05, DECIS06, VOLUN04, PAREN06, COMMU05, COLLA04

b. Dependent Variable: PROFADV

Appendix I

School Cluster 2 Regression Analysis Data

Table I1

PARENTING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	PAREN06, PAREN01, PAREN04, PAREN02, PAREN03, PAREN05[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table I2

PARENTING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.585[a]	.342	.061	6.1244

a. Predictors: (Constant), PAREN06, PAREN01, PAREN04, PAREN02, PAREN03, PAREN05

Table I3

PARENTING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	273.503	6	45.584	1.215	.355[a]
	Residual	525.121	14	37.509		
	Total	798.624	20			

a. Predictors: (Constant), PAREN06, PAREN01, PAREN04, PAREN02, PAREN03, PAREN05

b. Dependent Variable: PROFADV

Table I4

VOLUNTEERING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	VOLUN06, VOLUN02, VOLUN01, VOLUN05, VOLUN04, VOLUN03[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table I5

VOLNTEERING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.466[a]	.217	-.119	6.6844

a. Predictors: (Constant), VOLUN06, VOLUN02, VOLUN01, VOLUN05, VOLUN04, VOLUN03

Table I6

VOLUNTEERING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	173.091	6	28.849	.646	.693[a]
	Residual	625.533	14	44.681		
	Total	798.624	20			

a. Predictors: (Constant), VOLUN06, VOLUN02, VOLUN01, VOLUN05, VOLUN04, VOLUN03

b. Dependent Variable: PROFADV

Table I7

COMMUNICATING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COMMU05, COMMU01, COMMU03, COMMU04, COMMU02[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table I8

COMMUNICATING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811[a]	.657	.543	4.2726

Predictors: (Constant), COMMU05, COMMU01, COMMU03, COMMU04, COMMU02

Table I9

COMMUNICATING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	524.797	5	104.959	5.750	.004[a]
	Residual	273.828	15	18.255		
	Total	798.624	20			

a. Predictors: (Constant), COMMU05, COMMU01, COMMU03, COMMU04, COMMU02

b. Dependent Variable: PROFADV

Table I10

LEARNING AT HOME

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	LEARN06, LEARN05, LEARN01, LEARN02, LEARN03, LEARN04[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table I11

LEARNING AT HOME Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638[a]	.407	.153	5.8143

a. Predictors: (Constant), LEARN06, LEARN02, LEARN01, LEARN05, LEARN04, LEARN03

Table I12

LEARNING AT HOME ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	325.332	6	54.222	1.604	.218[a]
	Residual	473.292	14	33.807		
	Total	798.624	20			

a. Predictors: (Constant), LEARN06, LEARN05, LEARN01, LEARN02, LEARN03, LEARN04

b. Dependent Variable: PROFADV

Table I13

DECISION-MAKING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	DECSI06, DECIS04, DECIS02, DECIS01, DECIS05, DECIS03[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table I14

DECISION-MAKING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685[a]	.469	.242	5.5032

Predictors: (Constant), DECIS06, DECIS04, DECIS02, DECIS01, DECIS05, DECIS03

Table I15

DECISION-MAKING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	374.632	6	62.439	2.062	.124[a]
	Residual	423.992	14	30.285		
	Total	798.624	20			

a. Predictors: (Constant), DECIS06, DECIS04, DECIS02, DECIS01, DECIS05, DECIS03

b. Dependent Variable: PROFADV

Table I16

COLLABORATION WITH THE COMMUNITY Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA06, COLLA03, COLLA01, COLLA04, COLLA02, COLLA05[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table I17

COLLABORATION WITH THE COMMUNITY Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510[a]	.260	-.056	6.4950

a. Predictors: (Constant), COLLA06, COLLA03, COLLA01, COLLA04, COLLA02, COLLA05

Table I18

COLLABORATION WITH THE COMMUNITY ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	208.026	6	34.671	.822	.571[a]
	Residual	590.598	14	42.186		
	Total	798.624	20			

a. Predictors: (Constant), COLLA06, COLLA03, COLLA01, COLLA04, COLLA02, COLLA05

b. Dependent Variable: PROFADV

Table I19

CLASSROOM STRATEGIES Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA01, COMMU01, DECIS01, PAREN01, VOLUN01, LEARN01[a]		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table I20

CLASSROOM STRATEGIES Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558[a]	.312	.017	6.2661

a. Predictors: (Constant), COLLA01, COMMU01, DECIS01, PAREN01, VOLUN01, LEARN01

Table I21

CALSSROOM STRATEGIES ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	248.923	6	41.487	1.057	.432[a]
	Residual	549.701	14	39.264		
	Total	798.624	20			

a. Predictors: (Constant), COLLA01, COMMU01, DECIS01, PAREN01, VOLUN01, LEARN01

b. Dependent Variable: PROFADV

Table I22

GRADE CLUSTER STRATEGIES Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA03, PAREN03, DECIS02, DECIS03, LEARN02, LEARN03, PAREN02, COLLA02, COMMU03, VOLUN03, COMMU02, VOLUN02[a]		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table I23

GRADE CLUSTER STRATEGIES Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.848[a]	.719	.297	5.2976

a. Predictors: (Constant), COLLA03, PAREN03, DECIS02, DECIS03, LEARN02, LEARN03, PAREN02, COLLA02, COMMU03, VOLUN03, COMMU02, VOLUN02

Table I24

GRADE CLUSTER STRATEGIES ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	574.105	12	47.842	1.705	.228[a]
	Residual	224.519	8	28.065		
	Total	798.624	20			

a. Predictors: (Constant), COLLA03, PAREN03, DECIS02, DECIS03, LEARN02, LEARN03, PAREN02, COLLA02, COMMU03, VOLUN03, COMMU02, VOLUN02

b. Dependent Variable: PROFADV

Warnings: For models with dependent variable PROFADV, the following variables are constants or have missing correlations: COMMU06. They will be deleted from the analysis.

Table I25

SCHOOLWIDE STRATEGIES Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA06, VOLUN05, PAREN05, COMMU04, LEARN05, VOLUN06, COMMU05, COLLA04, DECIS04, PAREN06, LEARN06, DECIS05, LEARN04, DECIS06, COLLA05, PAREN04, VOLUN04[a]		Enter

All requested variables entered.

Dependent Variable: PROFADV

Table I26

SCHOOLWIDE STRATEGIES Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.988[a]	.976	.841	2.5197

a. Predictors: (Constant), COLLA06, VOLUN05, PAREN05, COMMU04, LEARN05, VOLUN06, COMMU05, COLLA04, DECIS04, PAREN06, LEARN06, DECIS05, LEARN04, DECIS06, COLLA05, PAREN04, VOLUN04

Table I27

SCHOOLWIDE STRATEGIES ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	779.578	17	45.858	7.223	.064[a]
	Residual	19.046	3	6.349		
	Total	798.624	20			

a. Predictors: (Constant), COLLA06, VOLUN05, PAREN05, COMMU04, LEARN05, VOLUN06, COMMU05, COLLA04, DECIS04, PAREN06, LEARN06, DECIS05, LEARN04, DECIS06, COLLA05, PAREN04, VOLUN04

b. Dependent Variable: PROFADV

Appendix J

School Cluster 3 Regression Analysis Data

Table J1

PARENTING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	PAREN06, PAREN03, PAREN04, PAREN01, PAREN02, PAREN05[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table J2

PARENTING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.319[a]	.102	-.235	4.8190

a. Predictors: (Constant), PAREN06, PAREN03, PAREN04, PAREN01, PAREN02, PAREN05

Table J3

PARENTING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.195	6	7.033	.303	.926[a]
	Residual	371.557	16	23.222		
	Total	413.752	22			

a. Predictors: (Constant), PAREN06, PAREN03, PAREN04, PAREN01, PAREN02, PAREN05

b. Dependent Variable: PROFADV

Table J4

VOLUNTEERING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	VOLUN06, VOLUN01, VOLUN05, VOLUN04, VOLUN02, VOLUN03[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table J5

VOLUNTEERING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663[a]	.440	.230	3.8048

a. Predictors: (Constant), VOLUN06, VOLUN01, VOLUN05, VOLUN04, VOLUN02, VOLUN03

Table J6

VOLUNTEERING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	182.125	6	30.354	2.097	.111[a]
	Residual	231.627	16	14.477		
	Total	413.752	22			

a. Predictors: (Constant), VOLUN06, VOLUN01, VOLUN05, VOLUN04, VOLUN02, VOLUN03

b. Dependent Variable: PROFADV

Table J7

COMMUNICATING Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COMMU06, COMMU02, COMMU03, COMMU05, COMMU01 COMMU04[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table J8

COMMUNICATING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844[a]	.713	.605	2.7260

Predictors: (Constant), COMMU06, COMMU02, COMMU03, COMMU05, COMMU01, COMMU04

Table J9

COMMUNICATING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	294.852	6	49.142	6.613	.001[a]
	Residual	118.900	16	7.431		
	Total	413.752	22			

a. Predictors: (Constant), COMMU06, COMMU02, COMMU03, COMMU05, COMMU01, COMMU04

b. Dependent Variable: PROFADV

Table J10

LEARNING AT HOME Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	LEARN06, LEARN01, LEARN05, LEARN03, LEARN02, LEARN04[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table J11

LEARNING AT HOME Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.665[a]	.442	.232	3.7996

a. Predictors: (Constant), LEARN06, LEARN01, LEARN05, LEARN03, LEARN02, LEARN04

Table J12

LEARNING AT HOME ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	182.755	6	30.459	2.110	.109[a]
	Residual	230.997	16	14.437		
	Total	413.752	22			

a. Predictors: (Constant), LEARN06, LEARN01, LEARN05, LEARN03, LEARN02, LEARN04

b. Dependent Variable: PROFADV

Table J13

DECSION-MAKING

Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	DECSI06, DECIS03, DECIS01, DECIS02, DECIS04, DECIS05[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table J14

DECISION-MAKING Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.676[a]	.457	.254	3.7467

Predictors: (Constant), DECIS06, DECIS03, DECIS01, DECIS02, DECIS04, DECIS05

Table J15

DECISION-MAKING ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	189.145	6	31.524	2.246	.092[a]
	Residual	224.607	16	14.038		
	Total	413.752	22			

a. Predictors: (Constant), DECIS06, DECIS03, DECIS01, DECIS02, DECIS04, DECIS05

b. Dependent Variable: PROFADV

Table J16

COLLABORATION WITH THE COMMUNITY Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA06, COLLA03, COLLA05, COLLA02, COLLA04, COLLA01[a],		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table J17

COLLABORATION WITH THE COMMUNITY Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.514[a]	.264	-.012	4.3634

a. Predictors: (Constant), COLLA06, COLLA03, COLLA05, COLLA02, COLLA04, COLLA01

Table J18

COLLABORATION WITH THE COMMUNITY ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	109.128	6	18.188	.955	.485[a]
	Residual	304.625	16	19.039		
	Total	413.752	22			

a. Predictors: (Constant), COLLA06, COLLA03, COLLA05, COLLA02, COLLA04, COLLA01

b. Dependent Variable: PROFADV

Table J19

CLASSROOM STRATEGIES Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA01, PAREN01, COMMU01, VOLUN01, DECIS01, LEARN01[a]		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table J20

CLASSROOM STRATEGIES Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.553[a]	.305	.045	4.2381

a. Predictors: (Constant), COLLA01, PAREN01, COMMU01, VOLUN01, DECIS01, LEARN01

Table J21

CLASSSROOM STRATEGIES ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	126.369	6	21.062	1.173	.368[a]
	Residual	287.383	16	17.961		
	Total	413.752	22			

a. Predictors: (Constant), COLLA01, PAREN01, COMMU01, VOLUN01, DECIS01, LEARN01

b. Dependent Variable: PROFADV

Table J22

GRADE CLUSTER STRATEGIES Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA03, COMMU02, COMMU03, COLLA02, VOLUN02, DECIS03, PAREN02, PAREN03, LEARN03, DECIS02, VOLUN03 LEARN02[a]		Enter

a. All requested variables entered.

b. Dependent Variable: PROFADV

Table J23

GRADE CLUSTER STRATEGIES Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.970[a]	.940	.869	1.5699

Predictors: (Constant), COLLA03, COMMU02, COMMU03, COLLA02, VOLUN02, DECIS03, PAREN02, PAREN03, LEARN03, DECIS02, VOLUN03, LEARN02

Table J24

GRADE CLUSTER STRATEIES ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	389.107	12	32.426	13.157	.000[a]
	Residual	24.645	10	2.465		
	Total	413.752	22			

a. Predictors: (Constant), COLLA03, COMMU02, COMMU03, COLLA02, VOLUN02, DECIS03, PAREN02, PAREN03, LEARN03, DECIS02, VOLUN03, LEARN02

b. Dependent Variable: PROFADV

Table J25

SCHOOLWIDE STRATEGIES Variables Entered/Removed[b]

Model	Variables Entered	Variables Removed	Method
1	COLLA06, DECIS04, PAREN06, COMMU06, VOLUN05, PAREN04, COMMU04, LEARN05, COMMU05, VOLUN04, COLLA05, COLLA04, PAREN05, LEARN06, DECIS05, DECIS06, LEARN04 VOLUN06[a]		Enter

a. All requested variables entered. b.Dependent Variable: PROFADV

Table J26

SCHOOLWIDE STRATEGIES Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992[a]	.983	.908	1.3172

a. Predictors: (Constant), COLLA06, DECIS04, PAREN06, COMMU06, VOLUN05, PAREN04, COMMU04, LEARN05, COMMU04, VOLUN04, COLLA05, COLLA04, PAREN05, LEARN06, DECIS05, DECIS06, LEARN04, VOLUN06

Table J27

SCHOOLWIDE STRATEGIES ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	406.812	18	22.601	13.027	.012[a]
	Residual	6.940	4	1.735		
	Total	413.752	22			

a. Predictors: (Constant), COLLA06, DECIS04, PAREN06, COMMU06, VOLUN05, PAREN04, COMMU04, LEARN05, COMMU04, VOLUN04, COLLA05, COLLA04, PAREN05, LEARN06, DECIS05, DECIS06, LEARN04, VOLUN06

b. Dependent Variable: PROFADV

Appendix K

Partnership Inventory Codes, Categories, And Strategies

Table K1

Partnership Inventory Categories & Strategies

Partnership Inventory Codes, Categories, and Strategies	
	PARENTING
P1	Each year, I ask my families what types of workshops or informational events they would be interested in attending.
P2	Our middle grade cluster surveys parents to determine their needs and works to link parents with community resources.
P3	Our middle grade cluster provides families with information on adolescent development.
P4	Our school provides families with tips on how to help students with homework.
P5	Our school provides families with information about developing home conditions that support school learning.
P6	Our school provides workshops in different languages.
	VOLUNTEERING
V1	Family and/or community members are encouraged to volunteer in my classroom.
V2	Our middle grade cluster asks family members about their interests, talents, and availability for volunteering at school.
V3	Our middle grade cluster solicits community members to volunteer in some way during the school year.
V4	Our school offers volunteer opportunities for working and single parents.
V5	Our school gathers information about the level and frequency of community

participation in school programs/activities.

V6 Volunteers are recognized for their contributions to our school.

COMMUNICATING

C1 Homework journals are used as part of my daily classroom routine.

C2 Our middle grade cluster distributes a grade-level curriculum packet / policies / expectations to all families.

C3 Our middle grade cluster teachers have ready access to telephones to communicate with parents during or after the school day.

C4 Our school makes every effort to communicate with family members who are non-readers.

C5 Staff members in our school make home visits.

C6 Our school uses the "Rule of Seven:" offering at least seven different ways that families and community members can learn about what is happening in our school and comment on it.

LEARNING AT HOME

L1 I provide families materials they can use to monitor their child's progress.

L2 Our middle grade cluster has clearly articulated goals and activities that keep families informed about their children's homework.

L3 Our middle grade cluster links families with community resources that promote learning.

L4 Our school helps families understand student assessments and how to help students improve.

L5	Our school offers learning activities and events for the whole family.
L6	Our school includes parents and community members in developing students' learning outside of school activities.
	DECISION-MAKING
D1	Family members have easy access to my classroom policies and procedures.
D2	Our middle grade cluster involves families in planning and evaluating activities & programs.
D3	Our middle grade cluster involves families in planning orientation programs for new families.
D4	Our school provides family members with training on how to be co-decision makers.
D5	Our school encourages parents to become active participants on the school council and other building-based committees.
D6	Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.
	COLLABORATION WITH THE COMMUNITY
CC1	Community members/organizations share their knowledge, and skills with my students.
CC2	Our middle grade classes have formed partnerships with outside agencies, businesses or institutions of higher education as a way of enhancing student learning.
CC3	Community service opportunities are provided for middle grade level students.

CC4	Middle grade cluster meeting time is devoted to discussing ways to improve/increase parent and community involvement.
CC5	Community involvement is specified in the school improvement plan.
CC6	Community representatives serve on subcommittees in our school.

Appendix L

School Cluster 1 Numbers And Percents Of Selected Classroom-Based Strategies

Table L1

Comparison Between the Number and Percent of School Cluster 1 Building Administrators and Faculty Respondents Who Identified Use of Classroom-based Partnership Programs and Practices (N=26)

Partnership Category and Strategy	Building Admin *N*=5	%	Teaching and Support Staff *N*=21	%	Overall Frequency *N*=26	%
P1	3	60%	5	23.8%	08	30.8%
V1	2	40%	10	47.6%	12	46.2%
C1	2	40%	9	42.8%	11	42.3%
L1	1	20%	5	23.8%	06	23.1%
D1	4	80%	15	71.4%	19	73.1%
CC1	4	80%	12	57.1%	16	61.5%

Appendix M

School Cluster 1 Numbers And Percents Of Selected Grade Cluster Strategies

Table M1

Comparison Between the Number and Percent of School Cluster 1 Building Administrators and Faculty Respondents Who Identified Use of Middle Grade Cluster-based Partnership Programs and Practices (N=26)

Partnership Category and Strategy	Building Admin *N*=5	%	Teaching and Support Staff *N*=21	%	Overall Frequency *N*=26	%
P2	2	40%	6	28.5%	08	30.8%
P3	3	60%	9	42.8%	12	46.2%
V2	4	80%	4	19.0%	08	30.8%
V3	3	60%	5	23.8%	08	30.8%
C2	5	100%	16	76.1%	21	80.8%
C3	4	80%	15	71.4%	19	73.1%
L2	5	100%	10	47.6%	15	57.7%
L3	4	80%	9	42.8%	13	50.0%
D2	1	20%	2	9.5%	03	11.5%
D3	2	40%	2	9.5%	04	15.4%
CC2	5	100%	12	57.1%	17	65.4%
CC3	4	80%	4	19.0%	08	30.8%

Appendix N

School Cluster 1 Numbers And Percents Of Selected School-Wide Strategies

Table N1

Comparison Between the Number and Percent of School Cluster 1 Building Administrators and Faculty Respondents Who Identified Use of School-wide Partnership Programs and Practices (N=*26)*

Partnership Category and Strategy	Building Admin	%	Teaching and Support Staff	%	Overall Frequency	%
	N=5		*N*=21		*N*=26	
P4	05	100%	14	66.6%	19	73.1%
P5	05	100%	11	52.3%	16	61.5%
P6	02	40%	10	47.6%	12	46.2%
V4	04	80%	09	42.8%	13	50.0%
V5	01	20%	04	19%	05	19.2%
V6	02	40%	10	47.6%	12	46.2%
C4	03	60%	08	38.0%	11	42.3%
C5	02	40%	07	33.3%	09	34.6%
C6	00	00%	00	00.0%	00	00.0%
L4	05	100%	09	42.8%	14	53.8%
L5	04	80%	14	66.6%	18	69.2%
L6	02	40%	09	42.8%	11	42.3%
D4	00	00%	03	14.2%	03	11.5%

D5	05	100%	16	76.1%	21	80.8%
D6	05	100%	11	52.3%	16	61.5%
CC4	05	100%	12	57.1%	17	64.5%
CC5	05	100%	12	57.1%	17	64.5%
CC6	04	80%	09	42.8%	13	50.0%

Appendix O

School Cluster 2 Numbers And Percents Of Selected Classroom-Based Strategies

Table O1

Comparison Between the Number and Percent of School Cluster 2 Building Administrators and Faculty Respondents Who Identified Use of Classroom-based Partnership Programs and Practices (N=21)

Partnership Category and Strategy	Building Admin *N*=2	%	Teaching and Support Staff *N*=19	%	Overall Frequency *N*=21	%
P1	00	00%	04	21.0%	04	19.0%
V1	02	100%	14	73.6%	16	76.1%
C1	02	100%	11	57.8%	13	61.9%
L1	01	50%	08	42.1%	09	42.8%
D1	02	100%	16	84.21%	18	85.7%
CC1	02	100%	14	73.68%	16	76.1%

Appendix P

School Cluster 2 Numbers And Percents Of Selected Grade Cluster Strategies

Table P1

Comparison Between the Number and Percent of School Cluster 2 Building Administrators and Faculty Respondents Who Identified Use of Middle Grade Cluster-based Partnership Programs and Practices (N=*21)*

Partnership Category and Strategy	Building Admin *N*=2	%	Teaching and Support Staff *N*=19	%	Overall Frequency *N*=21	%
P2	0	00%	05	26.3%	05	23.8%
P3	2	100%	08	42.1%	10	47.6%
V2	2	100%	09	47.3%	11	52.3%
V3	2	100%	07	36.8%	09	42.8%
C2	2	100%	16	84.2%	18	85.7%
C3	2	100%	12	63.1%	14	66.6%
L2	1	50%	16	84.2%	17	80.9%
L3	1	50%	07	36.8%	08	38%
D2	2	100%	02	10.5%	04	19%
D3	1	50%	04	21%	05	23.8%
CC2	2	100%	09	47.36%	11	52.3%
CC3	2	100%	06	31.5%	08	38%

Appendix Q

School Cluster 2 Numbers And Percents Of Selected School-Wide Strategies

Table Q1

Comparison Between the Number and Percent of School Cluster 2 Building Administrators and Faculty Respondents Who Identified Use of School-wide Partnership Programs and Practices (N=21)

Partnership Category and Strategy	Building Admin		Teaching and Support Staff		Overall Frequency	
	N=2	%	*N*=19	%	*N*=21	%
P4	01	50%	15	78.9%	16	76.1%
P5	02	100%	09	47.3%	11	52.3%
P6	00	00%	02	10.5%	02	9.5%
V4	02	100%	06	31.5%	08	38%
V5	01	50%	07	36.8%	08	38%
V6	01	50%	13	68.4%	14	66.6%
C4	01	50%	08	42.1%	09	42.8%
C5	01	50%	04	21%	05	23.8%
C6	00	00%	00	00%	00	00%
L4	01	50%	10	52.6%	11	52.3%
L5	02	100%	15	78.9%	17	80.9%
L6	01	50%	07	36.8%	08	38%
D4	01	50%	02	10.5%	03	14.2%
D5	02	100%	16	84.2%	18	85.7%
D6	02	100%	14	73.6%	16	76.1%
CC4	01	50%	06	31.5%	07	33.3%
CC5	02	100%	10	52.6%	12	63.1%
CC6	02	100%	06	31.5%	08	38%

Appendix R

School Cluster 3 Numbers And Percents Of Selected Classroom-Based Strategies

Table R1

Comparison Between the Number and Percent of School Cluster 3 Building Administrators and Faculty Respondents Who Identified Use of Classroom-based Partnership Programs and Practices (N=23)

Partnership Category and Strategy	Building Admin *N*=5	%	Teaching and Support Staff *N*=18	%	Overall Frequency *N*=23	%
P1	3	60%	4	22.2%	7	30.4%
V1	4	80%	13	72.2%	17	73.9%
C1	4	40%	9	50%	13	56.5%
L1	3	60%	8	44.4%	11	47.8%
D1	3	60%	12	66.6%	15	65.2%
CC1	3	60%	15	83.3%	18	78.2%

Appendix S

School Cluster 3 Numbers And Percents Of Selected Grade Cluster Strategies

Table S1

Comparison Between the Number and Percent of School Cluster 3 Building Administrators and Faculty Respondents Who Identified Use of Middle Grade Cluster-based Partnership Programs and Practices (N=*23)*

Partnership Category and Strategy	Building Admin *N*=5	%	Teaching and Support Staff *N*=18	%	Overall Frequency *N*=23	%
P2	2	40%	0	00%	2	8.6%
P3	4	80%	5	27.7%	9	39.1%
V2	5	100%	18	100%	23	100%
V3	5	100%	13	72.2%	18	78.2%
C2	5	100%	17	94.4%	22	95.6%
C3	4	80%	10	55.5%	14	60.8%
L2	4	80%	11	61.1%	15	65.2%
L3	4	80%	13	72.2%	17	73.9%
D2	2	40%	5	27.7%	7	30.4%
D3	1	20%	4	22.2%	5	21.7%
CC2	5	100%	14	77.7%	19	82.6%
CC3	3	60%	8	44.4%	11	47.8%

Appendix T

School Cluster 3 Numbers And Percents Of Selected School-Wide Strategies

Table T1

Comparison Between the Number and Percent of School Cluster 3 Building Administrators and Faculty Respondents Who Identified Use of School-wide Partnership Programs and Practices (N=23)

Partnership Category and Strategy	Building Admin *N*=5	%	Teaching and Support Staff *N*=18	%	Overall Frequency *N*=23	%
P4	2	40%	13	72.2%	15	65.2%
P5	4	80%	8	44.4%	12	52.1%
P6	1	20%	2	11.1%	3	13.0%
V4	4	80%	11	61.1%	15	65.2%
V5	2	40%	4	22.2%	6	26.0%
V6	5	100%	8	44.4%	13	56.5%
C4	4	80%	6	33.3%	10	43.4%
C5	1	20%	4	22.2%	5	21.7%
C6	0	00%	1	5.5%	1	4.3%
L4	4	80%	8	44.4%	12	52.1%
L5	4	80%	11	61.1%	15	65.2%
L6	4	80%	7	38.8%	11	47.8%
D4	0	00%	2	11.1%	2	8.6%
D5	5	100%	14	77.7%	19	82.6%
D6	4	80%	12	66.6%	16	69.5%
CC4	5	100%	5	27.7%	10	43.4%
CC5	3	60%	12	66.6%	15	65.2%
CC6	4	80%	8	44.4%	12	52.1%

Appendix U

Involvement Strategies Highly Selected by Clusters 1, 2, and 3

Table U1

Involvement Strategies Highly Selected by Clusters 1, 2, and 3

	I		II		III	
Involvement Strategy	X	SD	X	SD	X	SD
P4: Our school provides families with tips on how to help students with homework.	.73	.45	.76	.44	.74	.45
P5: Our school provides families with information about developing home conditions that support school learning.	.62	.50	---	---	---	---
V1: Family and/or community members are encouraged to volunteer in my classroom.	---	---	.76	.44	.70	.47
V2: Our middle grade cluster asks family members about their interests, talents, and availability for volunteering at school.	---	---	---	---	.83	.39
V3: Our middle school grade cluster solicits community members to volunteer in some way during the school year.	---	---	---	---	.74	.45
V4: Our school offers volunteer opportunities for working and single parents.	---	---	---	---	.70	.47
V6: Volunteers are recognized for their contributions to our school.	---	---	.67	.48	---	---
C2: Our middle grade cluster distributes a grade-level curriculum packet / policies / expectations to all families.	.81	.40	.81	.40	---	---
C3: Our middle grade cluster teachers have ready access to telephones to communicate with parents during or after the school day.	.73	.45	.62	.50	---	---

L2: Our middle grade cluster has clearly articulated goals and activities that keep families informed about their children's work.	---	---	.71	.46	---	---
L3: Our middle grade cluster links families with community resources that promote learning.	---	---	---	---	.70	.47
L5: Our school offers learning activities and events for the whole family.	.69	.47	.81	.40	.65	.49
D1: Family members have easy access to my classroom policies and procedures.	.73	.45	.81	.40	.61	.50
D5: Our school encourages parents to become active participants on the school council and other building-based committees.	.81	.40	.90	.30	.83	.39
D6: Our school schedules committee meetings at a variety of times to accommodate participation by all interested caregivers.	.62	.50	.76	.44	.70	.47
CC1: Community members/organizations share their knowledge, and skills with my students.	.62	.50	.76	.44	.70	.47
CC2: Our middle grade classes have formed partnerships with outside agencies, businesses or institutions of higher education as a way of enhancing student learning.	.65	.49	---	---	---	---
CC4: Middle grade cluster meeting time is devoted to discussing ways to improve/increase parent and community involvement.	.65	.49	---	---	---	---
CC5: Community involvement is specified in the school improvement plan.	.65	.49	---	---	.65	.49